DOCUMENT RESUME

ED 038 536 08 VT 010 873

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TITLE Vocational Education in Correctional Institutions. Final Report.
INSTITUTION Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO BR-8-0363
PUB DATE Jan 70
GRANT OEG-0-8-080363-3578(085)
NOTE 74p.

EDRS PRICE EDRS Price MF-$0.50 HC-$3.80
DESCRIPTORS Abstracts, Community Involvement, *Conference Reports, *Corrective Institutions, *Educational Objectives, Remedial Instruction, Teacher Role, Team Teaching, *Vocational Education, *Vocational Rehabilitation

ABSTRACT

Leaders in public and institutional vocational education discussed the needs, characteristics, and problems of inmates in correctional institutions at a 2-week seminar, in order to provide a basis for program planning and curriculum development. The general objective was elaborated into twelve programatic objectives which include the following: (1) exploring techniques for conceptualizing the problems of inmates, (2) developing the concept that special methods and materials are necessary, (3) developing techniques for working with the leadership of local school systems, and (4) developing individual "working" guidelines to assist supervisors and teacher educators in program planning. This final report includes participant activities and involvement, the seminar plan, seminar staff, and a list of participants. Abstracts of speeches presented during the seminar are included; complete texts of all presentations are contained in a preliminary report which is available as VT 010 872. (CH)

ED038536

BR 8-0363
PA 08
VT

FINAL REPORT
Project No. 8-0363
Grant No. OEG-0-8-080363-3578 (085)

VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS

Ralph A. Rush
Division of Vocational Education
College of Education
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Philadelphia, Pennsylvania

January 1970

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

VT010873

ED038536

PREFACE

The National Seminar for Vocational Education in Correctional Institutions was conducted at Rutgers - The State University, New Jersey, June 16-28, 1968, under a project grant from the U S. Office of Education. In September, 1968, the project grant was transferred with the Project Director to Temple University, Philadelphia, Pennsylvania, from which all follow-up and evaluations were conducted. The purpose of the Seminar was to provide selected participants with a broader vision of the importance of vocational education in the rehabilitation of their charges. The program was organized with the "impulsive" offender in mind, or those presumed to be more easily rehabilitated.

It is generally recognized that the cost of care of the inmates in correctional institutions is becoming an increasing burden with the present average cost for each inmate being approximately $3020. per year. The advancing cost and increasing number of people committed to such custodial care, along with the high rate of recidivism, brings into focus a great need for new approaches to rehabilitation or, at least, the inclusion of other considerations in existing programs. Such additional inclusions would be socioeconomic, psychological and anthropological.

This document is the final report of the first national effort at getting to some of the solutions to the problems facing this specialized field of education. It contains a brief description of the Institute, edited versions of the papers presented, as well as a follow-up evaluation with conclusions and implications. The papers were presented by a staff selected on the basis of varying backgrounds of education and experience. In reviewing the papers, as well as the qualifications of the speakers, it will be noticed that balance between theory and practice was observed at all times. The follow-up evaluation represents the changes brought about during the eighteen months following the Institute.

Appreciation is expressed to Mrs. Sylvia McCullum, Education Research Specialist, Federal Bureau of Prisons, whose encouragement and assistance was invaluable. Appreciation is also expressed to Dr. H. Halleck Singer, Director, Division of Vocational Education, Temple University; Mr. Albert G. Wagner, Director, Division of Correction and Parole, New Jersey; Dr. Robert M. Worthington, Assistant Commissioner of Vocational Education, New Jersey; Mr. Albert Elias, Superintendent, Youth Reception and Correction Center, Yardville, New Jersey; Dr. Carl Schaefer and the staff of the Vocational-Technical Education Department, Rutgers; Mr. Ralph Bregman, Supervisor of Distributive Education, New Jersey; and to all of the many specialists who so willingly gave of their valuable time to make the Seminar a success. A special appreciation is extended to Dr. Marvin Hirshfield and Mr. Samuel Vukcevich who served as special consultants and to Mr. Ray Gonzalis of SONY; Mr. Donald Vaughnn, 3M Corporation who provided equipment and instruction in the use of mechanical and electronic teaching aids. Mr. Benjamin Shapiro, Director of the Curriculum Laboratory, Rutgers, assisted in many ways including advising and helping with the publishing of the final report.

Ralph A. Rush, Director
National Seminar

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE SEMINAR

THE SEMINAR

The two-weeks National Seminar was conducted during June of 1968 to study the needs as described in the objectives and to produce information which could provide a basis for a program guide and curriculum. The participants spent ten and one-half days in lectures, discussions, observations and becoming involved in program improvement activities. Nationally recognized resource specialists included educators, criminologists, psychologists, sociologists, and persons engaged in personnel supervision and activities of inmates in correctional institutions. Approximately two hours each morning and afternoon were spent in formal learning sessions designed to orient the participants to the nature of the problem under discussion. The contents of these sessions were presented by lecturers and consultants competent in the areas in which they participated in the seminar. After the formal presentations, the seminar participants were assigned to workshop groups for approximately two hours, during which time they had the opportunity to discuss informally the presentation and to consult further in informal question-and-answer periods with the consultants. Each group was assigned a group leader and recorder on a rotating basis and presented its summary at a critique at the conclusion of each day's session. This structure was varied only slightly to adjust to conditions.

OBJECTIVES

The general objective was to orient persons in leadership positions in public and institutional vocational education to the needs, characteristics, and problems of inmates of correctional institutions. It was expected that this awareness would provide insights into an area that has been relatively unexplored by these leaders and confront them with the implications it holds for program planning in vocational education. This general objective was developed by providing activities around the following specific objectives:

1. Bringing to the attention of persons involved in school and institutional vocational and technical education the problems, differences, and weaknesses among those in correctional institutions who have academic socio-economic, and other handicaps.

2. Recognizing the culture, value systems, and life styles of persons in correctional institutions.

3. Exploring techniques for conceptionalizing the problems of the inmates of correctional institutions.

4. Experiencing through participant observation the social maladjustment of the inmates of correctional institutions.

5. Developing the concept that special methods and materials are necessary in designing for effective vocational and retraining programs for the inmate.

6. Emphasizing the contributions vocational guidance has for the inmate of a correctional institution.

7. Discovering means of recruiting potentially effective vocational education teachers for the educational program in correctional institutions.

8. Exploring the possible administrative organizational procedures for adapting programs for incarcerated persons.

9. Developing techniques for working with the leadership of local school systems for assisting with vocational education programs.

10. Exploring ways for working with the leaders of community agencies and others to gain acceptance of the former inmate.

11. Develop individual "working" guidelines to assist supervisors and teacher educators in program planning.

12. Recognizing the contribution that successful programs for these inmates can make to the individual and to society.

PARTICIPANT ACTIVITY AND INVOLVEMENT

Reading - Each participant was sent a packet containing pre-seminar reading material. A pre-test was administered on the first day to insure adequate preparation based on pre-seminar readings. Each participant was provided additional readings to be completed during the seminar

Table Discussion - Occasions were provided for table discussions and small group debates on the problems and issues. These small groups were assigned to assure participant mix. Guidelines and plans were developed for table group use. Individuals served as group leaders and recorders on a prepared rotating schedule.

Critique - The recorders of the day's table discussions were asked to make a critique of the day's activity, the final formal activity of the day. Stress was placed on the quality and insight of these critiques.

Development of Materials - Each participant was involved in discussion of materials which might be used in a later phase, development of curriculum materials and techniques. These materials and techniques included the psychological, sociological and other approaches suggested to the seminar by the experts who served as lecturers, consultants, and speakers.

Critique/ Review - Each group seriously reviewed the material developed by another group and presented its analysis of the work during the regular critique.

Prepare a Plan for Implementation and Dissemination - Each participant developed a plan for disseminating and effectively sharing the information and material developed with Vocational Education colleagues in their own states upon their return.

THE SEMINAR PLAN

Each seminar day started with a presentation, "The Daily Plan," made by the seminar director. This fifteen-minute period gave participants an opportunity to raise operational questions, to review the day's schedule and changes that might come up, to inject a mental set prior to the work of the day, distribute materials that had been duplicated, and do whatever else might be necessary. Participants were expected to be in the room ready to start at 8:15 a.m.

General Schedule for the Seminar

Daily:		
8:15 a.m.	8:30 a.m.	The Daily Plan
8:30 a.m.	10:00 a.m.	Formal session (speaker, panel, symposium)
10:00 a.m.	10:15 a.m.	Break
10:15 a.m.	12:00 noon	Group workshops and individual conferences with consultants
12:00 noon	1:00 p.m.	Lunch
1:00 p.m.	2:30 p.m.	Formal session (speaker, panel, symposium)
2:30 p.m.	2:45 p.m.	Break
2:45 p.m.	4:00 p.m.	Group workshop and individual conferences with consultants
4:00 p.m.	4:30 p.m.	Critique - Reports and discussions of the day's program
Evening:		
7:30 p.m.	9:00 p.m.	Open meeting with a special speaker including a group dinner
Two evening meetings were held.		
Week-end:		
Saturday		Field trip to the Yardville, New Jersey, Youth Reception and Correctional Center

SEMINAR STAFF

The members of the Seminar staff were selected on the basis of their background of experience and education to offer a balanced program of theory and practice in several disciplines. The following staff of twenty-six specialists contributed their efforts toward the success of the program.

Ralph A. Rush
Seminar Director

Dr. John Ames
Profession of Education
Queens College
Flushing, New York

Mr. Ralph Bregman
State Supervisor of Distributive Education
Trenton, New Jersey

Mr. Richard L. Bruner, Chief
Bureau of Programs, Division of Correction & Parole
New Jersey

Mr. Eugene Dolnick
Distributive Education Coordinator
Wilson School
Jamesburg Home for Boys
Jamesburg, New Jersey

Dr. Charles Drawbaugh
Professor of Vocational-Technical Education
Rutgers

Dr. Angelo Gillie
Profession of Vocational-Technical Education
Rutgers

Mr. David Hays
Director of National Theater of the Deaf
New York City

Dr. Marvin Hirshfeld
Professor of Education
Temple University

Professor Leon Jansyn
Research Specialist, Sociology
Rutgers

Mr. Leon Leiberg, Director
National Committee for Children & Youth
Washington, D.C.

Dr. Mary Kievit
Professor of Education
Douglass College
Rutgers

Dr. Martin Kling
Asst. Director of Reading Center
Rutgers

Professor Jack Mark
Police Science Program
Rutgers

Mrs. Sylvia McCullum
Education Research Specialist
Federal Bureau of Prisons

Warden Henry Noble
City Department of Correction.
New York City

Dr. Albert Pautler
Professor of Vocational-Technical Education
Rutgers

Dr. William Phillips
Lecturer in Sociology
Douglass College
Rutgers

Dr. Carl Schaefer, Chairman
Dept. of Vocational-Technical Education
Rutgers

Dr. Alexander Smith, Dean
John Jay College of Criminal Justice
City University of New York City

Dr. Michael N. Sugerman
Professor of Vocational-Technical Education
Rutgers

Dr. Bruce Tuckman
Associate Professor of Education
Rutgers

Mr. Samuel Vukcevich, Superintendent
Annandale School for Boys
Annandale, New Jersey

Director D.L. Webber
Kilmer Job Corps Center
New Jersey

Dr. Garland Wiggs
Professor of Business Education
Rider College

Dr. Robert M. Worthington
Assistant Commissioner of Education
New Jersey

PARTICIPANTS

Invitations were extended to the directors of corrections of the fifty states and Puerto Rico to nominate members of their staffs and consultants to attend the seminar. Specific interest and activity in correctional institution education was made the primary basis for selection. Accordingly, the following forty-nine participants were selected representing twenty-nine states, Puerto Rico and the District of Columbia.

ROSTER

Raymond Adams, Youth Reception Center, Box #1, Yardville, N.J.

Joseph Bailey, Specialist Manpower Development & Training, 7740 So. Third, East Midvale, Utah

LaVonne Berg, Institutional School Principal, Box 936, Litchfield, Minnesota

Harry Bilous, 206 Railroad Avenue, Alpha, New Jersey

Ralph Bregman, State Supervisor of Distributive Education, 225 West State Street, Trenton, N.J.

John Brittle, State Supervisor Basic Remedial, 4916 Briarwood Drive, Nashville, Tennessee

Manual A. Candelaria-Torres, Handicrafts & Vocational Education Program Supervisor, N-5 Frontera St., Villa Andalucia, Rio Piedras, Puerto Rico

Robert J. Clark, Supervisor of Education, 2806 Lynell Drive, Seagoville, Texas

Samuel S. Cowan, Training Instructor, Federal Reformatory, Petersburg, Virginia

Harold E. DeVore, Assistant Supervisor of Education, 6125 W. Arkansas, Denver, Colorado

Eugene Dolnick, State Home for Boys, Jamesburg, N.J.

Maehugh Duncan, Director, J.F. Ingram St. Vocational School, Rt. #4, Box 81, Wetumpka, Alabama

Henry Ebmeier, Director, Special Vocational Needs, 2501 N. Cotner, Lincoln, Nebraska

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Gilbert Farmer, Director of Education, State House #4, Lansing, Kansas

George Fogg, Vocational Education Instructor, 5016 Sulky Dr., Apt. 204, Richmond, Va.

Wannie Gray, Supervisor Correctional Education, 5425 Highridge St., Baltimore, Md.

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Thomas Hall, Director, Trade & Technical Education, Rt. 1, Box 78D, Warsaw, N. Carolina

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50th St., Des Moines, Iowa

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Washington, D.C.

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Valier, Illinois

Harold McKee, Supervisor of Education,
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Washington

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N. Main St., Plains, Penna.

Ray Peffers, Corrections School
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MDTA, State Department of Educa-
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Gordon Smith, Institution Education
Supervisor, NYS Vocational
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James Thomas, Vocational Education
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James Wall, Tradesman, 3830 Brisban
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Gordon Whittier, Supervisor of
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Box 79, Star T.A., Anchorage,
Alaska

Melvin Williams, Elementary Teacher,
Julian, Penna.

Lorentz Wormley, Department Super-
visor of Education, 2360 Purinton
Dr., Sacramento, California

Tadashi Yamamoto, Instructor of
Mathematics & Blueprint Reading,
1059 Lunnaai St., Kailua, Hawaii

Charles Young, Assistant Supervisor
of Education, Federal Correctional
Institution, Lompoc, California

Tony Young, Supervisor of Education,
Federal Correctional Institution,
Milan, Michigan

PRESENTATIONS

(The following are edited and condensed. Complete texts of all presentations are contained in a preliminary report. Limited copies are available.)

VOCATIONAL EDUCATION'S ROLE IN OUR SOCIETY

CARL J. SCHAEFER*

Statistically, vocational education today, in the broadest definition of the term, involves almost seven million individuals. Only 4% of ex-vocational students were unemployed according to 1966 federal report, indicating success in reducing unemployment and under-employment.

By definition, vocational education relates training to specific occupational goals thereby developing abilities, understandings, attitudes, work habits, and appreciations which contribute to a satisfying and productive life.

Drawing a comparison to the time of 1914, there was great concern about school drop-outs as well as the over-emphasis on the academic and possible derailment of education to the masses of students. Dr. Conant has pointed to these same issues in recent years.

Vocational courses are needed to attract and hold in school those pupils who now leave because they are unable to obtain suitable preparation for useful employment. In assessing the Vocational Act of 1963, the basic question of 'Why is vocational education necessary?' was asked. It was determined to be necessary to guide and counsel youths so they can assess their interests and aptitude in a realistic manner, in an effort to determine their educational and/or occupational pursuits. It is therefore a bridge between man and his work. Providing for an individual's employability after he leaves school and throughout his work life, it looks at man as part of society and as an individual.

In conclusion, a primary goal of vocational education should be the solving of such problems as how to interrelate training and education for initial employment, retrain and up-grade workers, and meet the needs of the disadvantaged.

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* Dr. Schaefer is Chairman of the Department of Vocational-Technical Education, Rutgers - The State University.

THE OPPORTUNITY FOR VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS

ROBERT M. WORTHINGTON*

The U.S. Commission on Law Enforcement says that prisons need to have practical training programs which will prepare the convict for a job after release. Such efforts, in the past, the commission finds have been far more successful than employment of inmates trained in the traditional prison industries. According to Time Magazine in 1967, 'the most striking fact about the correctional apparatus today is that although the rehabilitation of criminals is a major purpose, the custody of criminals is actually a major care.'

Ex-prisoners make up one of the most vocationally handicapped groups in our society; thus, they are one of the groups most in need of vocational rehabilitation. The ex-prisoner is very often a poorly educated individual who never obtained the level of skill or degree of training needed to acquire a job which would provide him with a sufficient wage and self-respect. The jobs available to him are often short-term marginal types. This is due partially to his lack of training and partly to the attitude of the employer to his prison record. Typically, the ex-prisoner must face long periods of unemployment and humiliation and depression, even though he possesses the motivation to do an honest day's work. Ultimately and unfortunately he gets into trouble and returns to prison where it costs between $2000. and $2500. per year for each man who returns to prison. A portion of this money should be used to rehabilitate the prisoners vocationally, for the cycle can be broken only by a conscientious program of training designed to meet the needs of the prisoners and society. A recent study issued in 1965 showed that pre-prison work experience for prisoners was usually in the least skilled and most unstable jobs.

Fortunately, there is a more encouraging future as a result of the Vocational Education Act of 1963 which challenged all persons in vocational education to broaden the outlook and program. It was realized that if vocational education is begun early enough, young people would be able to identify their own talents and make their education meaningful. If so, they will stay in school and later leave as employables.

A pilot program conducted at the Lorton institution was noted for its successful training program in an article entitled "A Chance and the Outside" from the publication American Education. This program is the first training program in the nation under the Manpower Development Training Act, which at first was intended to take care of unemployed people and which trained 195 young men in a correctional institution. Of those trained 89 were paroled after the first eighteen months of operation. All but two are known to have obtained jobs. Of those 77 were placed in the field for which they were trained. After eighteen months, only four of the trainees had been re-arrested and sent back to prison. This is a rate of only 4.5 percent compared to a returning rate in the same period of 46.9 percent of parolees who

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*Dr. Worthington is the Assistant Commissioner of Education and Director of Vocational Education for New Jersey

had not received training. The Rikers Island program trained young men confined to this institution in sales distribution and business education in another experimental program

We have been training people for years, but the biggest innovation under the Manpower Development Training Program is the idea that you train people for realistic jobs that are available. Under such a program, you first have to identify the job market; what jobs are available, then you set up the training program. In New Jersey, there are three effective programs which are interesting.

A. Middlesex County Vocational Schools--Funded half by Middlesex County and half under the Vocational Education Act of 1963 as a pilot program. The original objective was to transport men from the county workhouse to the school for shop purposes and then to take them back to the workhouse for related education. The program avoided the basic criticism of being too selective; the pupils were a conglomeration of culturally and economically deprived; socially and emotionally maladjusted; drug addicts and alcoholics; no schooling through high school.

B. Annandale Program--A Manpower Development Program in cooperation with the State Department of Institutions and Agencies. A program operating in conjunction with the Institution's Orientation and Classification Programs where inmates are exposed to a five-phase program at a cost of $650. per trainee. All inmates released have been employed at their trades or closely related occupations.

1. Phase One-Pre-vocational - Four hours a day for six weeks during which time inmates are exposed to six occupational clusters.
2. Phase Two-Woodworking Machine Operating - a seventeen weeks course, six hours a day of skill training plus two hours a day of basic education.
3. Phase Three-Plumbing-Hardware Assemblers - a seventeen weeks program, six hours a day of skill training plus two hours of basic education.
4. Phase Four-Welder Training - a seventeen weeks program, six hours of skill training plus two hours of basic education.
5. Phase Five-On-the-Job Training - after completion of skill training, the inmate is assigned to a work crew in his particular skills area.

C. Courtland Farms Project--A program similar to Annandale's although serving the female offender. The cost at Clinton Reformatory is $431 for training each student. It also has five phases:

1. Phase One-Pre-vocational - six weeks, four hours a day.
2. Phase Two-Clerical Skills - twenty-six weeks, six hours a day plus two hours of basic education.

3. Phase Three-Nurse's Aide - thirteen weeks, six hours a day plus two hours of basic education. In addition, six weeks in aide training at a hospital, Hunterton Medical Center
4. Phase Four-Countergirl - thirteen weeks, six hours a day plus two hours of basic education.
5. Phase Five-Basic education.

In both programs, Annandale and Courtland Farms, manpower trainees work toward their appropriate certificates in basic education: high school equivalency, eighth grade diploma or literacy certificate.

These programs have been successful in making inmates employable, respectable and wage-earning citizens.

THE AIMS AND GOALS OF THE SEMINAR

SYLVIA McCULLUM*

The Vocational Education Act of 1963, under which 10% of the money given by the federal government to the state was to be earmarked for research and development of teacher training, is the first grant which brings teachers and administrators in correctional institutions and vocational education together. This Act indicated that special preference would be given to the needs of the disadvantaged of which prisoners are a recognized group.

Education, not only in correction, but education as a whole in the United States, is obsolete. Furthermore, although traditionally correctional education has been isolated from education generally, the community should have responsibility for the correctional institutions because it ultimately bears the cost. Therefore, there is a great need to develop relationships between correctional educators and educators in the outside world.

One of the vocational educator's aim should be to reach the plus factor of the typical offender despite his negative qualities. This individual is not being brought into the mainstream by the present public school system. In fact, the public schools, unless the vocational schools do have a sense of urgency, are creating clientele for the correctional institution. Therefore, a goal of the seminar should be to turn available knowledge, techniques, information and processes into practical application to find the plus factor. Another main concern and problem is attitude, not money. It can only be changed with a change of focus.

As teachers, as educators, you have to become MANAGERS of education. Through information, materials, and other techniques, you can narrow the cleavage between public and vocational education. This is a total community problem - everyone must be disturbed enough to look for better

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*Mrs. McCullum is Research Specialist, Federal Bureau of Prisons, Washington, D.C.

ways of doing their part. It is important to have an open mind - no fixed ideas as to what constitutes good educational methodology or process. The teacher must also build a closer relationship with his students. By offering a program of integrity to every individual in public school as well as in correctional institutions, the person can then perform a useful function as a worthy human being

SIMILARITIES AND DIFFERENCES OF IN-SCHOOL AND CORRECTIONAL INSTITUTIONAL VOCATIONAL EDUCATION

LEON LEIBERG*

In 1700, the importance of the state and the responsibility of citizens to their own communities was such that schools and education were a local business In 1968, education is being carried on in the same manner with approximately 2200 school districts.

There are approximately five thousand areas where education operates, in varying ways, without any clear recognized standards. Despite attempts, education has escaped the kind of standardization that can only be helpful to the greatest, most important resource a country has, its youth. It is evident that young people both in the community and in institutions are not producing according to their potential, according to their needs, or according to the demands of the times. Institutionalized populations feel completely alienated. Alienated by not only middle-class standards, the middle-class needs and desires, but also alienated from the middle-class drives everybody is expected to have. Education means nothing to a large percent of people because 'we' have rarely asked questions of those whom we teach to determine their needs.

Often a vocational education facility does not operate too well because it does not have the kind of contacts with industry which would be required to make the materials and equipment there meaningful and relevant to the student. The graduate of this system does not learn what is happening out in the local community and cannot relate to what is required of him in order to have a job. If institutionalized, the whole process of education simply continues in the same way as in the past, without change. In terms of schedule standardization, when we evaluate institutional education programs to community education programs, we have not really missed the boat. Nobody in the institution has any thought about how to structure institutional time to make it meaningful, relevant, and planned for the day the person leaves. In general, the whole process of education is seen as serving time. As a result, maybe 30 percent of the child's potential is fully being utilized in school. This problem exists in the correctional institution as well as in the open community.

Educators in institutions and educators out in the community have not for a long time stood up and said what they think is right. Rarely do they

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*Mr. Leiberg is Director of Project Challenge, The National Committee for Children and Youth

raise the fundamental issues whether or not they are preparing people to face a world very complicated, a world rife with problems, a world where survival is a difficult thing at best. They have assumed that they do not believe any change is going to occur; therefore, they continue the same old thing.

More recently, however, for the first time the people (i.e. New York City) have become sufficiently interested in the welfare and educational problems of their own children. They have begun to ask, "Is what you are doing in the schools relevant or irrelevant, is what you have been trying to tell us you are providing here necessary, important, or is it completely out of the realm of everyday life?"

Certain programs have taken place in varying geographical parts of the nation called experimental-demonstration programs and pilot projects. They have devised new methods and have been very interesting. Interesting not only to those who administer these programs, but also interesting to those who have received the benefits from these programs.

One of these projects, 'Project 100,000,' worked with armed forces rejectees who were not accepted because they were lacking the basic skills of education necessary to adjust to this type of life. Prior to this program, there were no programs designed to provide rapid rejuvenation--intensive reaching out to the people who wanted schooling to prepare them for this type of life. When these men were given the opportunity, provided with the kind of support, and given a purpose and a goal, they were able to perform not only as well as the standard people but out-performed them. The armed forces has been progressive enough to give these people training of various vocational skills, prior to their release from the civilian labor market. This project required new and innovative techniques, changes from the status quo, many attempts to become interested in finding out what the community really needs, and what the desires and the needs of young people, themselves, are.

The Job Corps has attempted to provide rejects of the schools with an upgrading opportunity. The materials developed are providing for changes in educational curricula in elementary and secondary education particularly directed to inter-city children. These OEO materials are relevant because for the first time they use the individual's needs and his ideas and incorporate into the material the kinds of things that are needed in our society.

In correctional institutions, these types of materials would provide the real basis for an educational effort that could interest an inmate so that he learns eagerly. Education must transmit that the effort is worthwhile, that it has relevance, that it is meaningful, and that it is part of the times.

Administrators in institutions and in schools cannot live in a vacuum. They have to, by necessity, take into consideration what exists around them and work with them by providing imagination and leadership in developing programs based upon population's needs.

THE TEACHER AND THE PSYCHOLOGY OF THE CULTURALLY DEPRIVED

BRUCE W. TUCKMAN*

There are basically five different criteria to the meaning of culturally deprived or disadvantaged.

1. Major orientation is toward the immediate gratification or reinforcement of biological needs. Therefore as a result of being biologically deprived, they are unable to delay gratification. Breckenridge and Vincent (1962) have demonstrated that insufficient nutrition affects growth, behavior, and mental effectiveness. The work of Schorr also indicates that malnutrition has an effect on attitudes and behavior. Other studies by LeShan (1952), Mischel (1961) and Hull (1952) indicate that the culturally deprived individual will not be willing to perform educational behaviors with a promise of reward forthcoming.

2. Lacks appropriate skills on which education is based as evidenced in lower I.Q. test scores. The low score is not native but experiential (Pettigrew, 1964). The undeveloped intelligence potential is a function of the lack of stimulation of cognitive, perceptual, and verbal skills by parents and general living conditions. The work of Hunt (1961) points out that cultural deprivation almost always produces less developed intelligence but that remedial treatment or improvement undertaken in the years of childhood can modify the situation substantially. Dramatic modifications have been evidenced in the studies of Skeels and Dye (1939) and Wellman (1940). The work of Hunt (1961, 1964), Ausubel (1963), Wolf (1964) point to the home and parents as the major factor contributing to intellectual development. Moreover, this factor is of peak importance in the early years of life, according to Bloom (1964). These findings are supported by Deutsch (1963), John (1963) and Bernstein (1962). The situation however, is not fixed, permanent, and unchangeable; it can be rectified as a function of the educational situation as evidenced by the work of Boger (1952).

3. In a culturally-deprived home, there is little evidence that achievement is either rewarded (approval) or lack of achievement punished (failure). Achievement motivation which is particularly associated with the middle class of American society (see McClelland - The Achieving Society) is inadequate in the disadvantaged because of the lack of identification and independence training, according to Winterbottom (1958) and to Rosen and D'Andrade (1959).

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4. Unfavorable attitudes toward self, others and society which may result in delinquent behaviors. The underprivileged person feels as a result of the situation that society is doing little for him, giving him little opportunity, and that he is quite right in taking matters into his own hands and in an asocial fashion. As shown in studies by Ausubel and Ausubel (1963) and Goff (1954) the culturally deprived person has manifested a low level of aspiration and low self-expectations and consequently, low self-esteem. He may feel that the fault lies in himself and consequently have low self-esteem or else he may react extra-punitively toward the source of his frustration via delinquent acts.

5. As a result of the four previous factors, the culturally deprived person does not have the learning to learn capability (as phrased by Bloom, Davis, and Hess - 1965). This individual is restricted to specifics rather than to general solutions.

As a result of the foregoing factors, as the culturally deprived child goes through the educational process, his deficit becomes cumulatively greater, as evidenced by Deutsch (1964) and Krugman (1961). Unfortunately, the educational system does not improve the situation but rather selectively reinforces only the good students or provides less than the necessary remedial help for the deprived student.

Various programs have produced some applicable results. Brazziel and Terrell (1962) showed an improvement in pupil readiness as a function of educational Tv and other experiences. The Manhattanville project or Higher Horizons Program, as reported by Shreiber (1958), was able to produce significant gains through remedial programs, tutoring, concentrated training, and systematic attempts at attitude change. It also utilized parent education and vocational guidance. Shaw (1963) reporting on the Detroit Project and the Manhattanville project concludes that the utilization of professional workers, smaller classes, systematic attempts to change the attitudes of parents and community involvement played a major role in the success of these programs. Finally, the experiences from Project Head Start suggested that mere contact between the deprived student and the objects and opportunities of learning can have an affect on performance level and attitudes.

The major responsibility for improving the situation of the culturally deprived person remains with administrators and program developers through enrichment and remedial programs, guidance and counseling, and cultural experiences.

The following suggestions have been recommended for the teaching of the culturally deprived student in order to improve visual perception and discrimination as well as to reverse the existing characteristics.

1. Should attempt to reduce delay in reinforcement primarily by constantly attempting to relate the school experience to real life experiences (in terms of practical significance).

2. Should provide tasks for remedial training in perceptual, verbal, and cognitive areas.

3. Talk to the student at the perceptual level.

4. Should reward the child frequently (especially with tangible rewards) through the use of successive approximations to produce achievement-oriented behavior and success. To avoid the fear of failure, the teacher should punish rarely. These conclusions are the result of work done by Skinner (1938), Atkinson (1958), Estes (1944), Zigler and DeLabry (1962).

5. As a representative of society, the teacher as authority figure and the source of identification, must be warm, understanding, sympathetic, and take a personal interest in the student. To the extent that the teacher incorporates prevalent social values, these will be transmitted to the culturally deprived student through identification (Witty, 1947).

6. Should attempt to involve parents - involvement enhances the probability of attitude change. This was well proven by the Manhattanville Project.

7. By using the learner-centered or pupil-centered approach, the teacher is able to get students involved in providing their own direction in the classroom. In this way, they are given some control over their fate. (Lewin, Lippitt, and White - 1939)

8. Use of role-playing as a way of changing attitudes. Playing a role which is dissonant with ones attitudes, has been shown to cause those attitudes to change. (Brehm, 1960 - King and Janis, 1956)

9. Use praise and approval to change self-esteem and self-acceptance.

10. Give tasks of programmed graded difficulty to change the level of aspirations. (Jucknat, 1938 - Sears, 1940) Many culturally deprived students have what Dollard and Miller (1950) refer to as an approach-avoidance conflict with regard to success. As they expend more effort and are closer to success, their fear becomes stronger than their desire (Brown, 1948). Dollard and Miller recommend that efforts be made at this point to reduce the fear, rather than increase the desire.

11. Differential diagnosis and treatment technique means people must be treated in terms of differences (Hunt, 1965). In the case of a student who is in need of authority, handle him in authoritative fashion, whereas in the case of the student who is in need of acceptance by authority and permissiveness, handle him in a permissive manner.

By employing these recommendations, the culturally deprived child may then be able to overcome his initial experiential deficit and cumulative deficit and derive a useful education from school experience.

THE PSYCHOLOGY OF OUR VARIOUS PUBLICS TO THE POLICEMAN AND HIS ROLE IN SOCIETY

JACK MARK*

From the viewpoint of mass expenditures, the police have a considerable role in the whole picture of the administration of criminal justice.

Traditionally, the police were the military, the property watchers, and specialized hired groups. As a result the police were not <u>of</u> the community. During the Industrial Revolution in England there were a series of parliamentary commissions appointed which tried to determine what could be done about having popular control of the police, in terms of the police controlling the community and the police being responsive to the community. Established in 1829 in London the official police force serves as a prototype - acting in behalf of the people, for the people. In the United States the first police force was established around the 1940's in the sense of a single unit force.

As to the popularity of police, the great deal of resistance to them is quite obvious. Resistance exists in one form called public pressure groups. Such groups are necessary to keep the police responsive and flexible. As special interest groups, they measure what a community wants. The police are, therefore, dependent on these groups to give them knowledge of their effectiveness. However, one must guard against the perversion of the democratic process which occurs when one group with a vested interest gets so strong that the great majority of the group is obviated. If the police do their role effectively, they can constructively reduce some of the illegitimate pressures. But it always takes a real critical event for people to marshal their forces or to evoke a strong response. Then as pressures build there is a reaction.

Out of the seven so-called index crimes which act as a barometer of the amount of criminality in society, the violent crimes consist only of about 12% of all those crimes; whereas, 88% are crimes of stealth (against property). If one talks about crime one should refer to a particular crime to be meaningful.

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Pressure groups are often created out of myths concerning the nature of crime. Two myths that may be dispelled are: 1) that we are living in a much more violent society than 100 years ago, and 2) although we tend to feel that crime is predominantly race against race, most is actually committed in the local setting.

Three recommendations for upgrading criminal justice are:

1. That different segments of the total administration of criminal justice ought to be thought of as components working together rather than segments unto themselves. A coordinated approach will produce a greater awareness of each other's problem through the sharing of information. Then there will be greater understanding of roles and what each is supposed to be doing. This is the true characteristic of a professional-communication and sharing information.

2. It is necessary to build up a body of knowledge based on research.

3. The need for professional discretion must be recognized. To a degree one should be responsive to pressure groups. But there are times when professionalism must prevail - on behalf of the whole community. Discretion can be exercised professionally by a disciplinary research team which could work together on a problem.

Generally speaking, the educational level of a police officer of the United States is not a certain thing. There is an estimate that about 6.4% of the nation's police have a college degree. The real characteristic of the police-science programs today is that they are trying to give the police officer a broad education, perspective, and understanding of the job. Police-science schools are now thinking in terms of the concepts of school in the administration of criminal justice, rather than the narrow technical branches of the various phases of police work.

THE CULTURE OF POVERTY

WILLIAM M. PHILLIPS, JR.*

According to the leading advocate of the theory of a culture of poverty, Oscar Lewis, there are three major points to be emphasized. The culture of poverty:

1. is conceived as a self-perpetuating system of adaptive responses created by humans caught in environmental conditions of misery and oppression.

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2. includes those people cut off from the dominant institutions of their larger society.

3. is characterized by individual demoralization, hopelessness, dehumanization, and brutalization, while its costs to members of the larger societal system are largely unmeasureable.

In contrast to the psychological approach (somehow these people have failed), it is suggested that social institutions, processes, situations, and conditions are closely bound up with the objective and subjective problem known as the culture of poverty. This orientation involves such systematic processes and institutions as education, legal and law enforcement and justice system, corporate economic and work system, militaristic system, rascist system, and health system.

In dealing with the culture of poverty, it is felt that reliance should not be placed mainly on vocational and technical education. Rather, a radical education program should be offered which would assault the systematic processes and institutions which perpetuate poverty and rascism. It would involve eliminating the customary adversary relationship between correctional institution officials and inmates, substituting a cooperative partnership and alliance. By this means, there is the possibility for producing change in the system. By organizing cooperative collective actions against those crucial institutional arrangements which maintain and support systematic poverty, pressure for change is made attainable.

Although the trait of violence is generally associated with those individually caught in the culture of poverty, one must realize this as a natural reaction to their sordid condition. The education proposal would direct these essentially human and reasonable impulses of violence and resentment to deliberately chosen social targets. By advocating the teaching of controversy, revolution, guerilla warfare, rebellion, and the power of thinking, they can apply this knowledge for the modification of attitudes and values.

As an alternative to the traditional vocational educational scheme, this radical educational program has for its target not the victims themselves but the total systematic organization which produced them. It involves guided confrontation with conflict and power processes. Conflict processes are the key for understanding the cause, consequence, and providing solutions for that societal system labelled poverty. Power must be captured and used. This must be basic to the work of officials of correctional institutions.

According to Waxman (1968), Haddad (1965), and Coser (1965), the culture of poverty is considered to be essentially a consequence of political processes. A clear implication of this for educational and correctional institutional officials would be to consider diverse strategies and tactics as they might bear on the total systematic

phenomenon of poverty and its consequences.

BEHAVIOR FEEDS INTO SELF-CONCEPT

MARY B. KIEVIT*

The basic premise that behavior feeds into self-concept has particular relevance to vocational technical education in correctional institutions. Three questions serve as the main focus:

1. Specifically, what is meant by the premise, behavior feeds into self-concept?

2. Why is it significant to human life?

3. What specific relevance does it have for vocational technical education?

With reference to the first question, it is necessary to define the terms "behavior" and "self-concept." Behavior is categorized as covert (referring to thoughts and feelings which are not expressed in action and therefore, not observable to any other person) and overt (referring to action which can be observed by others). Self-concept refers to the image an individual has of himself as an object. This image may be in terms of the ideal self and the real self. The self-concept develops through interaction with others (i.e., acting, receiving a response, evaluating that response and reacting). Out of cumulative experiences, attitudes and values are selected and internalized producing a self-concept. Verbalizations are important indicators of the concept a person has of his self. Thus, behavior and self-concept are circular: behavior provides a basis for the ever-changing self-concept, while self-concept is an important partial motivator of behavior.

The circularity of the relationship between behavior and self-concept makes it possible at some point to break the circle of negative behavior; negative self-concept. Through a structuring of experiences and relationships with others, approved behavior can be initiated. Through repeated experience of positive behavior, a more positive self-concept may develop.

The significance to human life is implicit from the previous statements. If human behavior both influences an individual's self-concept which in turn influences behavior, then the quality of human experience and life will reflect the behavior of individuals as members of groups. Thus, it is important that persons develop self-concepts which are favorable and leading to socially acceptable, productive behavior. It is important to remember,however, that the experiences which are instrumental in the development of favorable self-concepts have largely been "left to chance" or more exactly, to the structure of the family.

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An article by Harold Bessell in Psychology Today (Jan. 1968) describes the Human Development Program being developed in California. Its purpose is to develop awareness of self and others, with reference to motivation of behavior; to develop self-confidence and to understand the causes and effects of behavior in interpersonal relationships. The basis of the program is Karen Horney's theory that basic human drives are to achieve mastery and to gain approval, thereby enabling the child to develop a healthy self-concept and the incentive to strive for further self-realization. Further success will continue to increase motivation. The program is designed to destroy the delusion of uniqueness which makes people feel somehow inferior. Ultimately, it is hoped that this approach will produce confident and effective people with solid feelings of identification, compassion, and empathy. According to Bessell, "It will mean fewer drop-outs, fewer failures, fewer angry men, and fewer disenfranchised members of the human family."

Vocational competency is a behavior which can contribute significantly to a favorable self-concept. Two crucial factors must be taken into account in vocational education: selection of trainees for programs where aptitudes and interest show some likelihood for success and the attitude of the teacher towards the learner. Findings of a study reported by Jacob Kaufman (at AVA, Denver, Dec. 1966) show that high school drop-outs, returning after one year, remained in programs not on the basis of whether these programs were vocationally or academically oriented, but whether the teachers genuinely considered the students worthwhile human beings. This finding reinforces the fact that individuals seek out experiences which provide recognition and approval.

Frank Threatt's "Quiet Drive on Prejudice," in Life magazine (Dec. 15), illustrates the impact of holding favorable expectations. Ex-cons, he found, become devoted employees. Threatt acted in two important ways: he has (1) implicitly and explicitly communicated to the ex-con that he has something of worth to offer a legitimate business and (2) has provided a competitive alternative to a life spent violating the law. Both actions should provide opportunities for behavior to modify the self-concepts of the ex-con.

In conclusion then, the likelihood of success and the attitude of the teacher are two factors of considerable importance in vocational programs in correctional institutions. The vocational teacher is confronted with the difficult task of modifying the negative expectations which the trainee has for teachers and instruction. Although there is no singularly effective approach to rehabilitation, the provision of vocational training designed to develop favorable self-concepts as well as vocational competencies is a real need. Because the youth in correctional institutions tend to be disproportionately drawn from the stratum of society characterized by family instability and low educational achievement, these youths do not develop an image of themselves as socially acceptable persons behaving in a socially approved way. At some point, it becomes necessary to assist these persons in becoming productive and effective adults. There must be a break into the circle of negative experience,

self-concept, and expectations to socially approved behavior. By instruction in vocational skills, these youths can and will become contributing members of society. Fostering positive behavior feeds into a positive self-concept which reinforces positive behavior which in turn reinforces a positive self-concept.

WHAT IS A CORRECTIONAL INSTITUTION DOING IN VOCATIONAL TRAINING AND HOW CAN IT INCREASE ITS INVOLVEMENT?

HENRY J. NOBLE*

One must consider the difference between vocational training and education. While any kind of learning is education, vocational training as a sub-division of an educational program is that portion of the institutional program which is designed to prepare the inmate student to obtain employment and to function in an acceptable manner at a vocation in the free community. Related education encompasses the knowledge that the inmate student should have to provide better understanding and the mental skills necessary to facilitate his vocational training and the actual practice of it.

OBJECTIVES:

1. Correctional institutions are concerned with vocational training to aid in the re-socialization of inmates by providing marketable skills which will enable them to obtain employment. By providing the inmate with the means of a more constructive and socially acceptable manner of obtaining funds, there is no economic need to engage in crime upon leaving the institution.
2. To qualify the inmate with the necessary knowledge, the mechanical ability, the proper social training, and the proper attitude for employment.

TRAINING FOR PRODUCTION - Train inmates to meet the production necessities of the institution (i.e., maintenance activities, clerical work).

VOCATIONAL TRAINING SUBJECTS - The spectrum of courses include: tailoring, bakery, culinary activities, printing, woodwork, laundry, construction, service station, auto body-fender repair, shoe repair, machine shop, farming, commercial art, barbering, beauty culture, radio and television repair, sheet metal, upholstery, clerical assignments, musicians, and theatrical activities.

CRITICISM OF CURRENT VOCATIONAL TRAINING PRACTICES

1. Vocational training programs generally are not properly coordinated and organized. They do not effectively use the procedures (i.e., use of a criteria based on the inmates aptitudes, his attitude,

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the probability of his working at the trade he will learn) that would enable the institution to select the proper inmate for the proper job.

For the inmate who has entered the institution highly skilled in an occupation, re-socialization is necessary to help him retain those skills and possibly improve on them.

2. Over-manned jobs - When jobs are scarce in the institutions and there is a large number of inmates to keep busy, the tendency is to assign a surplus to areas requiring much less (i.e., three men to do the job of one) which is not conducive to promoting good work habits.

3. Atiquated machinery as dictated by budgetary limitations. This machinery may be obsolete in the real job experience creating an interference with the ex-inmates adjustment on the new job and contributing to the possibility of failure and frustration.

4. Development of poor work habits as a result of traditional prison practices (i.e., security requirements, visits, staff interviews) and the atypical (5 hour) working day.

5. Poor incentives - a) lack of wages or minimal at best do not encourage his efforts b) most unions do not accept ex-prisoners easily. The case is even more difficult if he is Negro or Puerto-Rican. c) The difficulty in placing ex-prisoners is further aggravated by mediocre efforts and inadequate personnel to work on getting them assigned to a job.

6. Unqualified instructors who are in many cases assigned by means of institutional expediency or accommodation as a favor rather than for their ability to do an effective job of training.

7. Restrictions on prison industries. a) The amount and type of work that may be afforded to inmates is greatly influenced by the labor market in the free community. There are laws (Hawes-Cooper Act, Ashurst-Sumnars Act) which restrict the movement of prison-made goods from state to state and limit the use to State Governmental Agencies, although many loopholes do exist.

WHAT CAN BE DONE TO IMPROVE VOCATIONAL TRAINING

1. Effort must be expended to see that the inmate is assigned to an activity for which he is fit, is properly motivated towards achieving the skills, and will work within that occupation when he is released from confinement. A serious limitation to these requirements is presented by one of the considerations of the Classification Board, which is the security classification.

2. Provide an educational program related to the trade training. It has been found that Programmed Instruction can be advantageously put to use. The challenge is to instruct the inmate so as to make learning a trade a more hopeful, acceptable, and rewarding experience, rather than an activity which is associated with failure, frustration, and humiliation.

   Programmed instruction has many values that seem to compensate for negative attitudes towards education. It allows the inmate to work individually, following the detailed step-by-step instructions. He will need occasional instruction and supervision, as well as rewards and encouragement to spur the inmate to greater efforts.

3. There should be planned and gradual accumulation of skills so the inmate is not forced to go beyond his present capabilities but may be advanced to a more demanding activity when he proves the ability to handle it.

4. Opportunity to work and practice the newly acquired skills should be provided so that upon the inmate's release from confinement, he is not disqualified or does not lose interest in the job.

5. In order to facilitate the adjustment of the inmate to the real working situation, it is essential that he has a planned program of counseling and social education. It is here that anticipated problems and possible solutions can be discussed. Such counseling should also be available in the initial stage of his employment pointing out desirable factors and the meaning of the training and work experiences.

6. An institution having a vocational training program should have a Vocational Placement Director on its staff - someone who is a trained specialist in obtaining positions for trained personnel. He should also be on the Re-classification Committee and conduct job counseling sessions to keep the inmates informed of the situation in the community, opportunities for advancement and the manner of achieving success.

7. It would be advantageous after a man is employed to follow-up on his progress, the problems with which he may be confronted, the causes of failure and the steps that lead to success. Such information would cause a readjustment of the training program.

8. Community relations. This is related to requirements for more effective prison industries. It is necessary to gain recognition by industries in the community, public leaders, and unions that idleness in prison will yield results that will be more costly, both socially and financially. It is also important to place

the inmate in a plant outside where he may make a good adjustment and get the satisfaction of achievement and acceptance.

By enlisting the support of representatives of labor and industry, the vocational training program will be helped through their acceptance and by their providing jobs for successful graduates.

9. Instructors for vocational training should be qualified in the skills involved and sincerely interested in helping the inmates better themselves through the acquisition of training. They may vary from inmates to college teachers. He should be a correction custodial officer skilled in the topics he teaches and respected by the inmates in his charge. By working along with them in a cooperative effort, he functions as a leader, teacher, and guard, gaining respect for the man in uniform and possibly the police.

10. The work release program has been the most dramatic change in correctional administration in recent years. The purpose is to provide the inmate with a realistic situation very close to complete freedom. It allows him to gradually adjust to living as a free citizen while still under institutional control. He can gain encouragement and assurance by a constructive job. He receives a salary on par with other workers which is a tangible form of encouragement allowing the inmate to purchase necessities within the institution and to pay fines, etc. It allows him to continue either with the same job or a similar position upon release.

There are hopeful signs of improvement in vocational training and education within correctional institutions. Large corporations as well as society in general are beginning to assume social and financial responsibility by taking an interest in the training of inmates and their adjustment on release.

OBJECTIVES OF CORRECTIONAL INSTITUTIONS

ALEXANDER SMITH*

This paper deals with factors which account for the marked disparity, lack of uniformity, and absence of objectivity apparent in reviewing sentences. Correctional personnel are confronted with prison inmates who have committed identical crimes but have been given disparate sentences.

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Background of Punishment in Law

Law is a product of societal growth and urbanization. Legal power shifts from the kinship group to the state when intimate personal relationships no longer serve to effectively control human interaction. As Francis Merrill said, "The massive shift from primary (family) to secondary (governmental) control is part of the fundamental change in the structure of society."

It is necessary to gain an understanding of the societal reactions to law breaking. The question of punishment should be considered objectively from the viewpoint of the cultural situation within the specific societal system.

As political, economic, and social systems have undergone changes, there have also been changes in attitudes toward punishment as expressed in three points of view: the classical school, the neo-classical school, and the positive school. The classical school says that an individual calculates the possible pleasures or pains of an act before embarking on any course of action. Punishment must then make the pain exceed the pleasure to be derived. The positive school holds that crime was a natural phenomenon and a criminal, therefore, could not be held responsible for his own acts and should not be punished. But, if a criminal were dangerous, he is punished for the safety of society, not for the sake of punishing.

Changes in the Philosophy of Law Which Have Altered the Need for Punishment

In the past 75 years, there has been a change to the direction of more humane punishment, but punishment, nevertheless. The element of revenge seems to be lessening. Commitment to a correctional institution is interpreted as punishment in itself.

What purpose does punishment serve? A large segment of the population holds that punishment acts to deter a large part of potential crime. However, it should be acknowledged that because there is a high degree of uncertainty of arrest and conviction after the commission of a crime, that the statistically remote possibility of conviction and then punishment would not act as a strong deterrent.

Society itself has a stake in imposing punishment on one who violates the law; when punishment is imposed on a transgressor, the societal bonds are made stronger. The justification for retaining punishment is that it acts to reinforce the bonds that bind the members of society to the social group. It is a reflection of the collective feelings of society. Therefore, punishment still has an important place in the legal structure - suffering as a consequence of a wrongdoing.

A large-scale influx of low socio-economic disadvantaged minority groups have come before the courts in large numbers. It is necessary

for the judiciary to take into consideration the cultural conflicts and the problems of readjustment experienced by these people to be able to function with any degree of objectivity.

The role of a sentencing judge has been exercised in accordance with the ethos of that particular society or social order at that particular time and in accordance with the demands of the society. At any one time, however, there has been wide variation in the manner in which different judges have treated similar problems of sentencing. These variations are explained by differential impact of public opinion and differences in the personality of judges.

Personality of Judges as it Affects Sentencing

Sentencing by a judge is human behavior which is resultant of a host of factors. Although he is not fully cognizant of all the forces affecting his behavior, his decisions are affecting the lives and freedom of others. He should have some understanding as to why he makes one decision rather than another. Judge Bazelon (1960) described his choice of alternatives as an "awesome decision."

A judge in this country receives no prior training. Without a background of experience in sentencing, it is reasonable to expect one holding this highly important and demanding position to have an intuitive understanding of the requirements of sentencing.

Aware of the importance of precedent in arriving at decisions, personal variables are also important in the decision-making process of a judge: age, sex, ethnic background, nationality derivation, religion, race, marital status, socio-economic status, law school, and background of legal practice.

Recommendations

With an understanding of these points, there can be an integrated approach to the treatment or punishment of criminals. The problems inherent in sentencing should indicate the reasoning for lack of uniformity. The following suggestions have been offered for attaining greater objectivity in sentencing:

1. Need formal training in colleges and universities to fill these positions.

2. Need in-service programs, workshops, and institutes for those already in the field.

3. Must understand the roles of all agencies involved in the correctional process so that there is a more sympathetic understanding of each other's job and their interdependence, and greater insight as to each other's problems.

THE STARTING LINE

DAVID HAYS*

The Theater of the Deaf started as an artistic movement and was funded by the Vocational Rehabilitation Administration. It is a community which is deprived of ordinary theater. As a deprived or so-called backward group, it gives them a sense of pride in their own achievement. This is the key of the project: without compensation, in the artistic field recognition has been given to these people as artists. The O'Neil Foundation which sponsors it sees this as a development of new forms of theater.

One of the conditions of the government grant is that the plays must have hearing people as well for their audiences. This mixing of people serves an important public function. With both hearing people and deaf people coming to performances, many people realize, for the first time, that deaf people are highly skillful and intelligent. Misconceptions about the deaf are then corrected.

A film was made at the Job Corps Camp at Rodman showing ways to use the company. Here, through a confrontation of these two groups of people, boys will see that someone somewhat worse off than they can really have a sense of achievement. This combination of things makes a tremendous and long-lasting impact on them. The use of this company would be to play, to stay, to teach, and to work with these boys. It can bring the different skills together, working in a short-range project of great emotional involvement toward a common end.

The appearance made at Rodman, in terms of camp management, brought the community into the camp for the presentation. This kind of performance has a great effect on the relation of the community to the camp.

Schools have learned that structure drama activity which the deaf have started is one of the finest ways to bring out youths who are backward. It assists them in expressing themselves.

Theater can be of great advantage in psychological, occupational, and enjoyment terms.

LESSONS TO BE LEARNED FROM THE JOB CORPS

WILLIAM F. GRADY**

The Federal Electric Corporation, the service arm of ITT, trains youths from the ages of 17 to 21, all drop-outs from notably impacted areas in the Northeast, in a volunteer job corps program at Camp Kilmer. It con-

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sists of about 83% minority members; each group represents its own hostility. In addition to fourteen vocational programs (in which 4000 have graduated out of approximately 12000), they run a complete GED sequence. The GED program has put about 400 youths through its program since opening three years ago. Taking tests according to New Jersey standards, there has been 70% success achieved. The program costs roughly $5200 per corpsman per year which is cheap investment for a youth previously marked as a failure.

Lessons that might be learned

1. Need in the education of these youths the development of the idea that there are sensible and reasonable alternatives to choose from. In terms of their culture, this has not been a part of their education or part of their world of reality. By discussing in groups, by learning to think in a logical manner, and by learning to be aware of what an alternative means, these seemingly, intractable youths can become largely self-disciplinary.

2. Find answers to how to eradicate the feelings that they must have immediate gratification on almost every level (self and world). It is extremely difficult to fill the kinds of long-range promises that normal parents and those of affluent society, mainly white, have provided for the majority of the youths.

3. Recognize the potential of dormitory instruction. Public school has failed because they do not have a twenty-four hour operation where they can work on attitude modification, which is the real essence of the Job Corps. One just does not focus on the job and vocational training. He can be guided, suggested to, and shown alternatives.

4. Introduce the youth to many kinds of vocations. Emphasize the cluster arrangement where a kid will go through a sequence and have a choice of four or five different areas in which to earn a living.

5. These disadvantaged youths have tremendous organizing ability. They have maintained a student council which to a great extent has helped solve community relations problems.

6. Try to place the youth in a location other than that from which he came. Relocation provides an added experience by allowing him an opportunity to see places he never thought he could.

7. One of the disasters of the Job Corps program is that it starts too late (ages 17 to 21). If initiated at an earlier age the program would serve a preventive function.

8. If success on the job is to be an 'ongoing' process, it has to be translated into the kinds of things available to the middle-class,

notably open housing. They must have a choice of where to live.

9. Develop training programs for drug addicts on a voluntary basis. The biggest reason for termination of corpsmen at Kilmer is dope addiction.

10. Must accept radically changed program of handling personnel. Maintain open channels for staff to address themselves to a particular problem. Try to promote people from within by matching a person on his drive and perception with one who possesses college degrees.

11. The Job Corps program should be run by the State who should sublet to business, industry, and other kinds of private enterprise.

The Job Corps is not in itself an answer, but an approach.

THE USE OF TEAM TEACHING

MARVIN HIRSHFELD*
RALPH BREGMAN**

In a team teaching approach using vocational educators within the correctional institution, there is a pooling of time and energy, integrating lesson plans, exchange of ideas, appropriate application of specific talents, and the opportunity to come closer to individualizing instruction.

The operational components used to implement team teaching are: team variables, division of tasks, procedures, and teacher characteristics.

1. Team Variables- A team relationship occurs when a group of teachers and/or students as an organized unit, accept and carry out decision-making responsibilities for a set of instructional variables such as time, space, group size, group competition, teacher assignment and resource allocation.

2. Division of Tasks- Successful team teaching requires a certain specialization of each team member and interlocking understanding by each member of the other's special competency. Comprehensive planning and the sub-division of tasks is worked out and related to team teaching's specific aims. This subdivision may be based on the assumption that all tasks can be divided into objective, relatively simple, component parts.

3. Procedures- The team needs to develop a set of working policies and rules that will guide the planning process and resolve the inevitable disagreements. Policies should be subject to revision in order that teachers may have recourse when the operation of a unit demands too much conformity.

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4. Teacher Characteristics- The role of the teacher in a team teaching program is hard work and the teacher must: have a genuine interest in the educational development of his pupils; be willing to receive and use constructive criticism that will further improve his teaching; be willing to cooperate with fellow teachers and to solve problems that arise on a non-emotional level; and, be willing to admit to himself that some ideas work better than others, and that the same technique of teaching is not necessarily the best for all phases of all subjects.

SUMMARY OF OPERATIONAL CHARACTERISTICS

1. A teaching team consists of 2 or more teachers jointly responsible for the instruction of pupils from one or more grade or age levels.

2. Teams may have teachers assigned to different levels of responsibility depending upon their ability and experience.

3. Most team teaching programs permit supervision of the junior members of a team by the senior or leadership personnel. The schedule also permits less experienced personnel to observe the master teacher in action.

4. Team teaching programs emphasize the team, rather than the individual teacher in planning, teaching and evaluation.

5. The team teaching specialist is a teacher of teachers as well as teacher of students.

6. All team teaching programs emphasize the effective utilization of the strengths of each member of the staff.

7. The theory of continuous pupil progress (non-gradedness) is basic to most team teaching programs.

8. Team programs emphasize varying class size and class lengths based upon instructional objectives, techniques and pupil needs.

9. Many team teaching programs use para-professionals and assistants for non-professional tasks.

10. Most team teachers make more effective use of mechanical and electronic equipment and other resources within the school and institutional milieu.

11. Team teaching will only be as effective as each individual team member fulfills his commitments.

REMEDIAL READING

MARTIN KLING*

Learner considerations in remedial reading:

> Spache functionally defines the remedial reader as:
> "an individual who is retarded in a number of reading skills ... below that reading level necessary for full participation in the reading tasks of his age or socio-economic group. It is assumed that the person has had normal opportunities for schooling, and that he has continued to show his degree of retardation below his estimated capacity despite corrective efforts extending over a period of months."

Lewallen recognizes the age and socio-economic aspects of the reader.

> Careful recognition of the kind of remedial reader being dealt with will determine the kind of objectives, teacher, materials, and methods to be employed.

Teacher considerations in remedial reading:

The minimum standards of professional training as adopted by the International Reading Association in 1965 imply that because reading is a complex process requiring high level competence, it would be advantageous to have an educational background which is interdisciplinary.

Minimum Standards of Professional Training:

I. A minimum of three years of successful teaching and/or clinical experience.

II. A master's degree with a major emphasis in reading or its equivalent of a bachelor's degree plus 30 graduate hours in reading and related areas.

Methods used in teaching remedial reading:

According to studies cited in Schell and Burns, Remedial Reading, the following generalizations are made:

1. There is more than one way to teach reading.

2. Essentially, one approach is about as good as another for normal functioning learners.

3. Essentially, the more closely related the approach is to the particular test or skill used to evaluate reading, the greater the association between the particular test and the skill measured.

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4. Essentially, most of the reading approaches can be categorized as appealing primarily to the kinesthetic, auditory, and visual sense modalities or combination thereof.

   However, these modalities are not single entities but represent complex super sytems undergirded by diverse, yet interrelated subsystems. This inference is warranted from recent works of Kling and Singer.

Materials and resources:

Flashy and expensive equipment such as controlled readers, tachistoscopes, moving pictures, etc. are often inappropriate or narrow as to objectives, level and transfer value. Objectives are very limited. Materials must satisfy the basic tenant of remedial reading -- appropriate material for the particular learner!

For the time, money, effort and talent necessary to make machine versions of book materials, it doesn't seem sensible to purchase equipment since, for the same amount of money, quite a few paperbacks, dittos and hard-covers can be acquired.

A PILOT PROGRAM IN COOPERATIVE VOCATIONAL EDUCATION

GENE DOLNICK*

Public schools being locked-in by traditional and parochialism have failed segments of their population. Orthodox rigidity should be replaced by flexibility and originality in programs and curriculum. The public school has failed to reach the population found in the correctional institution.

Inmates are "stripped individuals" in the sense that their lives are void of meaning. Their self-concept is seriously damaged for they are failures to themselves and rejects of society. Their needs are such that the educational curriculum must contain positive experiences that are relevant in terms of having meaning to the individual during his confinement as well as having transfer value upon parole. Institutional programs that desire meaning and relevancy must stress and develop responsibility within an environment that traditionally has taken away responsibility, decision making, and freedom of choice.

One approach, Distributive Education for Incarcerated Youth, is being attempted within a juvenile training school at the State Home for Boys in Jamesburg, New Jersey. The pilot program is funded through the Vocational Education Act of 1963. The program is a joint effort of the State Department of Institutions and Agencies.

One of the program's basic premises is the value of cooperative work-experience outside the institution supplemented by coordinated classroom

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experience, in this case the area of Distributive Education. This approach is based on the psychological phenomenon of interaction whereby a re-socialization and social-conscience may be molded. It offers the individual a chance to develop skills and to put his skills to the test, to reinforce his notion of self-worth by functioning as a responsible citizen, to subjugate himself to the prevalent habits and attitudes of a model group, and to make and form lasting positive relationships with people.

The program has the following broad objectives:

1. Acquaint youth with the "world of work" and the "world of distribution" through an earn-while-you learn program.

2. Teach youth through actual experiences how to secure employment, maintain employment, and advance after employment.

3. Develop within youth favorable work habits and attitudes.

4. Offer placement possibilities upon parole consistent with youth's vocational aims by:

   (a) placement into a high school Distributive Education program
   (b) securing permanent employment if education is terminal
   (c) making arrangements with other agencies to serve youth's needs.

Acceptance into the program is provisional until the candidate has passed an orientation period, usually four weeks. Orientation consists of exposure to the world of work and the world of distribution. Upon completion of orientation, the candidate is recommended for permanent membership and an outside cooperative work experience of their choosing, where the employer pays the prevailing hourly wage. Students attend school for part of the day and are employed for the remainder of the day. As a full time Distributive Education Student, each is entitled to receive five Carnegie Units for their Distributive Education classroom experience and five additional Carnegie Units for their practical on-the-job training.

Geographical location of institutions have important implications as to whether work experience programs can be initiated and/or survive. At the onset of the program, a community survey was conducted to establish the types of employment opportunities existing in distributive occupations. Although Jamesburg is basically rural, training stations are within reasonable commutable distances.

One of the aims of the coordinator was to place youngsters in training stations of national and regional companies wherever possible. It was hoped, that upon returning to their community, the youngsters would secure part-time employment after school, full-time employment if their education was terminal, or continue as part of the high school Distributive Education program.

One of the difficulties encountered was the reluctance of large retail chains to hire youngsters below the age of sixteen despite the existing Labor Law statutes. This gap had to be filled by the smaller business within the community.

The mainstay of any successful cooperative work venture is the training station. Finding and identifying training stations is basically a canvassing function and requires the ability of a job developer. Fundamental to the program is the vocational choice offered to the inmate who must sell himself to the employer during the interview and later fulfill the requirements of the position.

Working outside the institution, the youngster is able to experience success functioning as a part of the real work-community. Within the institution, noted changes have been observed in student behavior, appearance, and personal hygiene. There is also general improvement in students' motivation in non-Distributive Education subjects. Students, when first admitted to the program, are informed as to the importance and significance of the program not only to themselves as individuals but also to those who will follow in the future. This affords the student a goal and/or a commitment to the program. The total program is based on mutual self-respect and honesty.

PROGRAMMED INSTRUCTION -- WHAT IT IS AND HOW IT WORKS

GARLAND D. WIGGS*

Programmed instruction (PI) is a relatively new phenomenon on the educational and training scene. It seems destined to stay and hold a significant place in educational programs in the immediate future. Educators must know and understand the values and special contributions programmed instruction can make to their educational programs.

Before adopting programmed instruction as an integral part of any educational program, several important questions must be answered.

1. How does programmed instruction fit into existing patterns of instruction? What does it replace? What can it supplement?

2. Will PI help teachers become more efficient, and if so, in what ways?

3. What can PI contribute to the solution of immediate and continuing problems of education? Will students using PI learn more, learn better, learn faster than by present methods? In what subjects and at what grade levels can PI be used?

4. What is programmed instruction?

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Programmed Instruction may be defined as 'a planned sequence of experiences, leading to proficiency, in terms of stimulus-response relationships that have proven to be effective'.

1. A program is an educational device that will cause a student to progress through a series of experiences that will lead to proficiency.

2. The student must participate in the learning process in order to gain "experience."

3. Planned sequence implies the program has determined what experiences the learner should be exposed to as well as in what order they should occur.

4. Stimulus-response relationships refers to the basic behavioral science concepts upon which all programmed instruction is based.

5. A program is proven effective when students prove it can work by performing what was expected of them before they started the program.

All programmed instruction devices have three common characteristics:

1. Present information and require frequent responses by the students.

2. Provide immediate feedback to the student, informing him whether his response is appropriate or not.

3. Allows the student to work individually and to adjust his own rate of progress to his own need and capabilities.

In preparing for programming three basic questions must be answered before producing the actual program on any subject or a segment of a course of study:

1. Should the subject be programmed?

2. If this answer is affirmative, what programming techniques should be used?

3. What medium or combination of media should be used to present the programmed material to the student?

A feasibility study must answer these questions as well as determine whether the material to be taught and the teaching situation involved lend themselves economically to the development of a program. At the conclusion of the study, a 'go or no go' must be reached based upon

variable factors that exist in differing degrees in varying situations.

The first phase of the feasibility study determines whether the program should be programmed. Among the factors to be considered are:

1. Is the subject matter stable?
2. Is a program already available?
3. Can you prepare the program in the allotted time?
4. Is there a training problem to be solved by PI?
5. Are the desired objectives of the training realistic?
6. Can PI ease the instructor's burden?
7. Can standardization be achieved?
8. Will the results justify the expense?
9. Will the number of students involved justify the expense?
10. Can PI reduce training time?
11. Can the desired results be measured?

The second phase of the feasibility study determines the programming technique to be used. This decision can be reached only after the programmer has thoroughly analyzed the behavioral aspects of the tasks or the information to be taught. The technique chosen will depend upon the type of mental activity required of the student in the learning process.

The final phase of the feasibility study determines a medium or media to be used in presenting the program. The PI field has a multitude of sophisticated gadgetry, but "programs" may be adaptable to several modes of presentation, only some of which require the use of machines. All programs begin on paper. The programmer may move to other devices if an advantage can be gained from its use. The vast majority of programs today are of the paper-and-pencil variety since they are the most economical to produce.

All programs must meet the following test:

1. They must have a methodical and logical line of development.
2. Their parts must fit together to make a homogeneous whole.
3. They must read like a textbook insofar as flow of material and development of ideas are concerned.

4. They must provide meaningful examples that relate to the subject matter of the program and to the real world.

Programs have been likened to the old tutorial method where the teacher sat down with the student and guided him step-by-step to learning. Programmed instruction should guide the student, control him at times, and always lead him step-by-step through a logical development of material he is to master.

COMMUNITY REINFORCEMENT FOR JOB PERFORMANCE

LEON JANSYN*

An unrealistic view of the future characterizes criminals and the lower socio-economic classes from which the majority of offenders come. They do not understand the work situation. Upon release they do not move upward as fast as expected which is a major factor in re-violations of many parolees.

Employment is a major factor making possible an integrated "style of life" which includes non-recidivism, successful marriage, close relations with family members, and satisfaction in other social relationships. Supportive response and reinforcement from people allow the offender to fit in the system more readily. Steady employment is more important to success on parole than having a job when released.

One program initiated to effectively get these people into the system through getting them to work was achieved through the establishment of a special factory in a slum area by a large manufacturer. In this "vestibule plant" these people are taught jobs. When they are performing well enough they are transferred to a regular plant. This kind of environment is meant to be supportive. This process tries to get the person through the transition from non-worker dependent to that of working independence. If the ex-offender sees it as a meaningful part of his life through the social stability it introduces or the command which the wages give him over resources, he can use it to structure his own social life.

Operating within a relationship, such as a job, one perceives the supervisor's expectation in terms of the relevance of his own performance, to his whole system of relationship, or in terms of authority. Authority is accepted because of its control over one's future. However, if an offender is not in a conventional system of relationship, he will not accept authority or supervision but will rather try a short cut into the system or withdraw and lead a marginal life.

Self-employment is attractive because it gives the offender a chance to work without close supervision. His relations with others can be

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stronger. This enables the ex-prisoner to meet his need for a sense of independence. The business venture or enterprise can be a way of learning about the system.

The goal of these efforts is to use work as a form of social control. The system provides the reason to work and conform. It is expected that steady employment will help men maintain non-criminal contacts.

The criminal alternative which has the appeal of getting money in relatively large amounts quickly, is usually accompanied by extensive participation in street-corner life. The independable character of street life makes it interfere with work performance. It also detracts from family life by disrupting and draining strength from other relationships.

The street "culture" is a system constructed to make up for the lack of ability to fit into the "real" society - to fill in a social vacuum. Liebow writes that the street-corner man does not appear as a carrier of an independent cultural tradition. His behavior is a way of trying to achieve goals and values of the larger society or of concealing his failure from others.

Job performance is closely tied with a number of social relationships, especially that of marital relationship. The key to job success is tied to adjustment in other areas of life (marital) through a system of support, response, and reinforcement.

TEACHER CHARACTERISTICS, RECRUITING TEACHERS, AND STRUCTURING PRE-SERVICE AND IN-SERVICE TRAINING FOR THE DISADVANTAGED

JOHN AMES*

Learner

In spite of differences among human beings, there is one universal characteristic - need for self-enhancement. It is the desire to be accepted by other human beings as part of their social structure and to be an individual. It provides a feeling of self-importance. If a person finds one avenue toward self-enhancement blocked, he may be forced to seek it by unconventional or socially unapproved means. A learner is a human in search of self-enhancement. A working example of application of this principle is seen in the successful plan worked out where slow readers were the tutors of the first-grade students.

Teacher

Any person who goes through fairly standard academic procedures, secures

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the mandated sanction of the state department and school district, is a teacher. In the selection of teachers, great human understanding of the kinds of drives a person has is a great asset.

Although teaching may be defined in many ways, generally speaking it is an act which moves the behavior of children towards reaching the goal that has been identified. A teacher tries to cause behavior. It is not so much what teachers do, but how they do it. Most studies state that the major function performed by classroom teachers is 40% control activity. Almost all the mental activity takes the form of simple memory and recall. What ought to be the heart of teaching -- mental activity associated with choice, exploration of ideas, analysis of personal ideas, problem solving, spontaneous reaction to content - is seldom found.

Over the last thirty years, teaching has changed very little. Dr. Hughes used two basic criteria in her studies: <u>public</u> and <u>universal</u> as a way of evaluating the classroom procedure. Public relates to society and law. Children ought to learn that rules are made to do things better. The establishment of universals involves the school and teacher as mediator of the culture.

<u>How to prepare teachers who will work effectively with children who have special and social-cultural problems</u>

To recruit teachers, it is necessary to build a more enhancing image if we want the very best teachers. We must make the job of teaching enhancing, enhancing in terms of its own personal rewards. Teaching is difficult. It ought to be made difficult requiring the best minds we have. It ought to require the kind of personality that understands and likes other human beings, regardless of their make-up or personality.

One of the problems in the preparation of teachers is the problem of the college people who do the pre-teaching-training and the public schools who receive and do the in-service education trying to destroy each other. There must be a certain continuity in the pre-service and the in-service training that will lead people through teacher-training.

Dr. Leonard Cornbird obtained a grant for an area 99% Negro and very poor. Youngsters having an IQ of 60 or 70 at the sixth and seventh grade level, had entered Kindergarten with IQ's well over 100. Called the Bridge Project, it took three newly graduated students just out of student-teaching to work with these students right through the seventh, eighth, and ninth grades. Although the program was thought to be doomed to failure because of the mobility factor, when families moved out the students came back. Some gain was reported above the controlled group in academic subjects. There was a significant gain in IQ.

Another program, the Great Cities Project, relates elementary school preparation of teachers to the public schools. Establishment of SUTEC (School University Teacher Education Center) in a public school located in an area of poverty was an attempt to scrap old traditional ways of

educating teachers. SUTEC was to be a school for teacher training where there would be joint planning and joint operation between college and the public school. Method courses and child development courses were taught in the center as well as making the center a place for parents who often felt alienated from school. Junior undergraduates who finished their student teaching were placed into a cluster school in groups of eight with a teacher from SUTEC. After a year this program has worked beautifully.

IMPLICATIONS FOR VOCATIONAL EDUCATION TEACHER

CARL SCHAEFER AND STAFF*

A unique organizational pattern exists at Rutgers. The one department of vocational-technical education has various curriculums, each headed by a specialist in his particular field. This department was envisioned by Dr. Albert Jochen to provide teacher-education and certification through the advanced degrees in the areas that Rutgers could best handle.

The program is based on the following premises:

1. Different teacher types and teacher styles are required to meet the needs of individuals as they progress through formal education. Teachers, consequently, differ in their interests and abilities to work with these individuals at various levels of their development.

   Vocational-technical teacher preparation needs are both broad and specific. No one teacher can be expected to become a master at all levels and in all areas of specialty. No one institution possesses either the physical setting, the philosophical orientation, or the staff to meet all the varied teacher preparation needs.

2. There must be a two-pronged attack on preparing teachers for the broad spectrum of occupational preparation. One should focus on preparatory teaching, while the other stresses in-service or continuing teacher education.

3. The most valuable existing resource lies in the willingness of the teacher educators to work together. Institutions must cooperate in giving their personnel time to exploit this asset. Coordination should come from the state departments of education working in cooperation with the board of higher education to assure the total program of teacher education.

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DISTRIBUTIVE EDUCATION

RALPH BREGMAN*

A distributive occupation is one engaged in by proprietors, managers or employees primarily in marketing or merchandising of goods or services.

The work release program is a most appropriate distributive education structure in an institutional setting. The student's in-school education includes instruction in the distributive occupations which is related to his paid part-time work experience. The Bonding Project, a pilot program authorized by a 1965 amendment to the Manpower Development and Training Act, will help place persons who are denied suitable employment because of previous criminal activity, giving them commercial bonding.

The teacher education institutions should prepare competent distributive education teachers who will work in or with correctional institutions. The use of vocational instructors not possessing teaching licenses or credentials and whose experiences and educational achievements are far removed from the traditional education requirement are strongly recommended.

Teacher preparation for understanding and educating the disadvantaged:

1. Certification courses are needed to give skills and knowledge to implement the environment for effective and efficient learning.

2. Need for specific courses, workshops, seminars on understanding and educating the disadvantaged for pre- and in-service teacher educators.

3. All courses should be offered to undergraduate and full-time non-degree students. The wealth of talent and motivation of these students should be utilized: i.e., supervised student teaching in an institution or institutional involvement with vocational education developed by a team of pre-service vocational teachers.

4. Relationship with other colleges: A consortium could be established for pre-service and in-service instruction from the college having best facilities and faculty. Establishment of a center to prepare administrators, vocational guidance counselors, vocational teachers to identify and prescribe vocational programs and materials. Revenue provisions are available in Titles 1 and 111 ESEA, Juvenile Delinquency and Youth Offense Control Act, and National Teacher Corps.

5. Provide opportunity for the disadvantaged to participate in

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certification and para-professional teacher education courses. Financial aid is available in the following forms: College Work-Study, National Defense Student Loans, Educational Opportunity Grants, and Guaranteed Loans.

6. Recruitment policy for teacher candidates:
This is a critical element in developing a vocational-institutional program. Some sources are: private trade schools, military educational facilities, peace corps, job corps, and released inmates from correctional institutions.

BUSINESS AND OFFICE OCCUPATIONS

MICHAEL N. SUGARMAN*

Most of the traditional business education subjects were skill-oriented without relationship to the real world of work. Now it is a balance program with general education, vocational education, and office occupations education in response to community and national needs.

Office Occupations Education is making important strides in breaking away from the traditional subject oriented curriculum. Educational experiences are increasingly being formulated on the basis of the office education cycle. This system consist of job analysis, curriculum construction, program operations, realistic work experience, placement, and follow-up of students. Greater attention is paid to the balance between general education program required of all students which should include:

Basic Business Education, or how to live in a business filled environment;
Business Principles, where the student learns about what he will face in the office;
Occupational Specialization, where he learns the necessary skills;
Realistic Office Work Experience, where he practices the skills and knowledge in a realistic situation;
Coordinated Group Activities, which are an integral part of the curriculum.

As defined by the Vocational Education Act of 1963, business and office occupations perform "a facilitating function including such activities as recording and retrieval of data, supervision and coordination of office activities, internal and external communication, and the reporting of information." The office occupations area is the second largest employment classification in the United States.

There is a shortage and a continuous demand for more office workers, particularly those qualified to handle jobs created by the change to

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electronic data processing and those skilled in work involving public contact. Technological innovations have tended to reshape the nature of the work of the office machine operator and to create entirely new, more sophisticated functions such as those performed by electronic computer personnel. Employment in these fields, though less numerous than among the traditional clerical occupations, is growing the fastest. Between 1964 and 1975, the need for clerical workers as a group is expected to increase by more than one-third.

The traditional clerical occupations comprise the largest group of white-collar workers. They acquire their training in a variety of ways: high school business courses, cooperative work-study programs, post-secondary training in business schools, junior colleges, four-year colleges, or programs operated under provisions of the Manpower Development and Training Act. The rapid increase in this category of employment reflects the growth of the economy as well as growth in size and complexity of modern business organizations and government which brings great increases in communications. Technological developments are expected to limit somewhat the growth in employment requirements for clerical workers.

Many correctional institutions recognize the great demand in business and office occupations, especially in the data processing and computer operation.

a. At the Indiana Reformatory, a program of data processing and punch card statistical system was initiated in 1961 and has greatly expanded. Gaining a diploma and on-the-job experience, employment outside the institution, is easily found and obtained.

b. At Rikers Island, the Manpower Development Training Program established in 1965, provided employment in one of the seven manpower development training centers, run by the New York City Board of Education, upon successful course completion.

In initiating programs in office occupations, the mistake so common to public schools should not be made: teach students no subjects. The student will have an excellent chance of getting a job if he has the necessary skills, but he can only keep the job if he has those characteristics which go beyond the job skills alone (i.e., proper attitude, initiative, etc.)

The Manpower Development Training Program has developed a number of curriculum guides which can provide assistance in establishing programs in office occupations.

TRADE AND INDUSTRIAL EDUCATION

ALBERT J. PAUTLER

The American Vocational Association defined trade and industrial education as "developing basic manipulative skills, safement judgment, technical knowledge, and related occupational information for the purpose of fitting young persons for initial employment in industrial occupations and to upgrade or retain workers employed in industry."

Myrl Alexander has indicated that the median age of federal prisoners is 21½ years and that the population of prisons is four to five behind the general educational level. Of all indivíduals admitted to federal prisons in 1965, 92% had no employment skills.

In recent years, progress has been made to rehabilitate rather than to punish, through new approaches to outside adjustment in the community. There is also a heavy emphasis on guidance orientation.

Some impressions concerning methods and techniques providing meaningful and worthwhile programs are:

1. Inmates should be encouraged through proper guidance to prepare for occupations that are, or will be, in demand. A closer working relationship with state labor departments concerning labor trends should be of high priority for curriculum and program development.

2. Make use of all in-prison occupational experiences and facilities that are available. Teacher educators should provide college level programs for coordinators of occupational education who could assist with the related instruction and on-the-job training taking place in the prison. Work release in occupations for which they received training in prison.

3. Work Release Law of 1965 (Prisoner Rehabilitation Act) allows inmates to take outside jobs in preparation for a full return to society. Money earned by the prisoner has positive advantages in terms of success. Knowledge of teacher educators and coordinators of work experience programs should be tapped in the preparation of release programs.

4. The possibility of utilizing Vocational Technical facilities in local high schools, technical institutes and community college through cooperative arrangements.

5. Exploring the possibility that inmates might make good vocational instructors.

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Some of the implications for vocational institutions would be:

(a) Active involvement in the preparation of T&I instructors for penal institutions could be included in regular college and university programs, or if a sufficient number are involved, special classes could be arranged.

(b) T&I teacher educators could assist as advisors for program planning and curriculum development within prison institutions.

(c) Preparation of release coordinators could be arranged, along with the normal preparation of secondary, workstudy coordinators.

(d) If inmates could be released, and if state laws permit, the entrance of these inmates into local teacher education programs could be arranged.

(e) Teacher educators should become aware of the opportunities available in prisons, and make this information available to T&I students.

(f) Cooperation between vocational teacher educators and your staffs is essential. A sharing of ideas and interaction is essential.

TECHNICAL EDUCATION

ANGELO C. GILLIE*

Criminals, as a disadvantaged group, return to society being subjected to discrimination, particularly in the area of obtaining employment.

Technical education is defined as incorporating those programs which deal with the preparation of people for technology-related work. This is a working definition, stressing people not the academics or subject matter of jobs which restricts the design and development of modern and relevant technical programs.

Elements in the design and conduct of technical programs:

1. Identification of Student Characteristics

   (a) Academic
   (b) Psychological
   (c) Financial

2. Establishment of programs to match student characteristics in the three areas listed above. Some programs can begin in the institution, others can wait until the individual is returned to society.

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3. Incorporation of work practicums in which the student receives pay and academic credit. Provision for privacy- so only the employer knows the status of the student.

4. Job placement after completion of program.

5. Provisions for retraining and further education.

6. Evaluation from beginning to end.

Technical programs can be in the following broad areas:

A. Engineering related curriculums

B. Health related curriculums

C. Service related curriculums

There should be a joint endeavor between industry and the educational establishment in the work practicum. The student should be able to transfer from one work situation to another according to his development.

Other important characteristics of the work practicum is payment at going wage rates and the awarding of academic credit for the practicum. The major objective of the practicum would be to provide the student with a varied work experience over the two-year period. The practicum should require fifteen to twenty contact hours per week and can be awarded from four to five semester hours of academic credit.

A program which includes the proposals made in the preceding paragraphs is shown below and has been designed for the disadvantaged.

(1) MACHINE SHOP PRACTICE

(2) SELECTED TOPICS IN CHEMISTRY

(3) BASIC ELECTRICITY

(4) BASIC ELECTRONICS

(5) VACUUM TECHNOLOGY

(6) CRYOGENICS

(7) MATHEMATICS

(8) SELECTED TOPICS IN PHYSICS

(9) TECHNICIAN WORK PRACTICUM

(10) GENERAL EDUCATION

VOCATIONAL AGRICULTURE

CHARLES C. DRAWBAUGH*

Farms and gardening are well-established programs fostered by correctional institutions utilized primarily to furnish food for the inmates, for beautification of institutional grounds, and as a resource for rehabilitating men. From a limited review of past literature, it appears that the economic factor was given priority over rehabilitation and education.

With the Vocational Education Act of 1963, vocational education in agriculture prepares student for the business of farming as well as for off-farm agricultural occupations which will employ the largest number of workers in agriculture in the immediate future.

Training for entry or re-entry into the agriculatural labor market must be realistic. Because training time is extensive, cost of getting established is high, earning wage is low, need for farm workers has dwindled because of mechanization. Each major instructural area in agriculture is organized on the basis of clusters of occupations requiring competence in specialized agricultural subject matter fields.

Contributions agricultural education can make to correctional institutions:

1. Instructors - The 10,000 teachers of agriculture are the most valuable resource of agricultural education.

2. Teaching materials - is of varied kinds at several levels. To be most effective however, they should be adapted to the situational particulars of the institution at which they are used.

3. Laboratory Plans and Equipment List - are highly desirable facilities for teaching occupational education. A well-managed, modern equipped laboratory lessens the amount of application or transfer of learning required in making the transition from class to the job, thereby increasing chances for success on the job.

In summary:

1. Updating inmates in and retooling them for occupations in farming and other agricultural occupations are of secondary concern.

2. Inmates should be prepared for occupations which list numerous job openings, provide reasonable compensation, and require skills and abilities the workers are capable of performing.

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Agricultural supplies, agricultural products, and ornamental horticulture are the off-farm businesses and services which will employ the largest number of workers in agriculture in the immediate future.

3. The 10,000 teachers of agriculture are the most valuable resource agricultural education has to offer vocational education in agriculture at correctional institutions.

4. Agricultural educators have prepared many kinds of teaching materials. The teaching materials are available to the correctional institutions at little or no costs.

5. Farms and gardens, invaluable laboratory resources, need to be supplemented with additional laboratories for preparing inmates for off-farm agricultural occupations.

HOME ECONOMICS

CORA FOLTZ*

Clusters of diversified Home Economics occupations around which occupational programs may be organized require a joint effort of teachers from different disciplines.

These may be grouped into the following major areas: food services; clothing and textile services and production; dry cleaning and laundry services; health, welfare and child care services; and specialized family services. This lends itself well to an occupational "mix."

Perhaps the greatest advantage of training for many of these occupations is that they require little, if any, special type of equipment for instructions, such as:

1. The average need for clothing repair and alteration in an institution could provide enough experience for learning this trade.

2. To provide training for housekeeping aides and custodial-type jobs, a training plan of practical experiences could be taught with the normal routine activities along these lines.

3. Many of the food service occupations might be taught in the kitchen, cafeteria or dining hall of the institution.

4. Resource people from the area are very generous and cooperative in instructing and demonstrating.

In conclusion, you must experiment to find the most effective training techniques.

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IMPLICATIONS FOR CORRECTIONAL INSTITUTIONS

RICHARD L. BRUNER*

Many institutions are guilty of training people in useless skills which they cannot really transfer over into the community when released. The old fiction of teaching people a habit of work is rationalization; it provides the state with cheap labor.

Basically, vocational training includes a trained instructor (not an inmate instructor) and classroom instruction correlated with on-the-job instruction or work experience. Not just on-the-job training or incidental learning or incidental training. Basic instruction is very much related to vocational training and cannot be divorced as a separate entity. This is crucial and government sponsored MDTA programs have recognized the need and have built-in basic training programs.

Some of the limitations and problems inmates face upon parole in New Jersey are as follows:

1. Released with $25 gate money, the same amount approved by the legislature in February, 1910.

2. One out of three do not return to a family situation, but go on their own.

3. If there is a history of alcoholism or narcotics addiction, the driver's license can be held for two years which effectively cuts out a whole range of employment possibilities.

4. Rigid licensing sanctions are set up by many professions and institutions including civil service if there is a history of incarceration.

5. When released the parolee must compete with high school and college graduates for employment while contending with the lowest unemployment rate for a decade.

Some basic characteristics of our institutional population in New Jersey are as follows:

1. Disparity in inmate population with 60% Negro and 40% White compared to the State population of 12% Negro and 88% White.

2. The average reading level is around sixth grade. Fifteen to twenty percent of the inmates are estimated to be illiterate or functionally illiterate.

3. Three-quarters of the inmates were first committed at less than nineteen years of age. Eighty-five percent are less than 25 years old. Over ninety-five percent will return to the community within three to four years of incarceration.

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Most inmates work in institutional maintenance while the remainder work in state-use industries. Inmates placed into programs that give them on-the-job experience are not evaluated as to their abilities but rather institutional needs. A certain percentage of our inmate population is needed to provide service and maintenance work in the institution. But we could drop 20%-25% of this force and place them into vocational training programs and still maintain the institutional operation.

One of the programs we don't have an answer for is which of the inmates need vocational training and what kind of vocational training program is needed. It is not necessarily true that all inmates need vocational training

There is sometimes enormous resistance in prisons when it comes to establishing vocational training programs, a great deal as a result of negative thinking. Through the establishment of administration standards, superintendents are informed of policy and the direction that correction seems to be taking. These standards will indicate basic responsibilities in establishing programs in vocational education. Programs are then submitted meeting certain requirements listed below and evaluated by educational specialists. Some basic requirements for a program in vocational training require:

1. Diversity of courses

2. Instructors hold certain kinds of certificates

3. Courses should be aimed at skills for which there are possibilities for future employment

4. Establishing criteria for selecting trainees

5. Both shop and classroom instruction

6. Definitions of the expected outcomes

7. Coordination between the department of education and institution for a school program in the institution with outside agency assistance

The community can aid the inmate in his re-entry into the community by:

1. Having the Division of Employment Security make available in each institution an employment counselor to counsel inmates prior to parole, in job development, in job placement, and to take inmates out for job interviews before parole.

2. Programs such as Rehabilitation Commission which traditionally has been community based moving into institutions and establishing field people inside the institution rather than waiting for them to be released. The Commission provides special job training,

psychological and vocational evaluation so that the inmate is better prepared upon release.

3. Work relief breaks down the barrier between institution and community. This approach may alleviate the transition period between the institution and the community and reduces the shock value of release. Such a plan places the inmate in the community and the inmate is transferred to a county jail or workhouse in or near the community where release is to take place.

EVALUATION

Thirty-one states sent representatives to participate in the Seminar. The following represents the results in the twenty-five states that participated in the evaluation.

A questionnaire was constructed to provide statistical data and elicit specific explanations related to responses. The answers to each question were compiled and summarized to provide a more meaningful interpretation of the statistics.

1. Have you or your teachers incorporated into the educational program(s) of your institution any ideas from the presentation, "What is a Correctional Institution doing in Vocational Training and How Can I Increase Its Involvement?"

Yes 78% No 22%

1a. If yes, what specific ideas?

The ideas that were adapted from this presentation fall into three categories: curriculum and course revisions, instructional methodology, organization and administration:

Curriculum and Course Revisions

High School Vocational Curriculum organized within the prison
New programs initiated; i.e., aircraft assembly (sheet metal), institutional maintenance adapted to trade training.
On-the-job training supplemented by evening vocational instruction - curriculum workshops - re-evaluation of vocational courses to relate to trainee needs and employment opportunities.

Instructional Methodology

Course content geared to student ability
Utilization of programmed instruction
Individualized instruction
Training of appliance servicemen in cooperation with retail enterprises for field trips and classroom resource personnel

Organization and Administration

Work with various agencies in job placement
Work release program established
Employment of full-time academic teachers in vocational department to relate academic instruction to vocational experiences
Increased vocational counseling
Survey of inmates to establish vocational programs
Vocational Instructors responsible for Trade Committee activities

1b. If no, please explain.

There were two main reasons for responding negatively. They

were: lack of funds and institution already had incorporated the ideas.

Implications: The percent of yes responses indicate that the participants found this presentation stimulating as evidenced by the 78% positive response supported by specific ideas. It appears that if educational departments of correctional institutions had sufficient funds, they would incorporate many of the ideas presented.

2. Have you or your teachers incorporated into the educational program(s) of your institution any ideas from the presentation "Lessons to Be Learned from the Job Corps?"

Yes 69% No 31%

2a. If yes, what specific ideas?

The Job Corps presentation provided a variety of practical examples that could be implemented. The respondents indicated the following:

Planned staff visitations to other agencies and institutions to obtain new ideas
Developed sequential instructional program planning
Provided regularly scheduled group counseling
Provided regularly scheduled trade advisory committee meetings and utilized industry know-how in program planning
Utilized Job Corps developed instructional materials
Extended use of paper-back books
Made provisions for more effective staff selection and in-service teacher sensitivity training
Revised curriculum to provide short-term trainee goal-setting for achievement and satisfaction

2b. If no, please explain.

The explanations clustered around: the ideas in the presentation had previously been incorporated; a difference in educational philosophy--single trade training versus cluster occupational training; and Job Corps concepts were too expensive to implement.

Implications: Apparently, the presentation provided numerous lessons that could easily be identified with and implemented through programs in vocational education. Participants had the extraordinary opportunity of incorporating concepts from manpower programs and public vocational education into their semi-autonomous vocational structure.

3. Have you or your teachers incorporated into the educational program(s) of your institution any ideas from the presentation, "The Use of Team Teaching?"

Yes 46% No 54%

3a. If yes, what specific ideas?

To most participants, team teaching as presented was a relatively new concept. It is, therefore, interesting to note that almost half of the respondents have included various aspects of this instructional method as part of the institutional program even though the concept and implementation of team teaching is tenuous. The elements of team teaching that have been incorporated are:

The utilization of qualified inmates as classroom assistants

The utilization of qualified Spanish-speaking inmates as teaching assistants

The teaming of academic teachers for general education instruction

The teaming of academic and vocational teachers for vocational instruction

The use of community resource people for counseling and conduct of short unit courses

The use of trade advisory members and commercial representatives as resource personnel

The method of designing new programs which incorporates the concept of team teaching (team teaching in several instances was specifically recommended in curriculum development guidelines)

The provision of team teaching as a technique to be used when providing instruction on job clusters

3b.. If no, please explain.

The negative explanation responses indicated a certain amount of resistance and a misunderstanding as exemplified by the following comments:

The organizational pattern does not lend itself to team teaching.

Team teaching is already part of our instructional program. (Since no further information was provided which clarified the phrase "part of the instructional program," it seemed doubtful if the concept was understood.)

Past negative experiences with team teaching prevented further development.

Teaching machines are used instead of team teaching.

Implications: Almost half of the participants perceived team teaching or elements thereof as a valuable instructional technique and have incorporated these into curriculum planning and instruction. Apparently, no institution embraced the total team teaching concept as presented, but it must be recognized that few public schools have ventured into this instructional format.

As noted above, the negative comments seem to indicate a resistance which is probably the result of lack of knowledge or of misinterpretation which results in the inability to develop the operational structure for effective team teaching.

4. Have you or your teachers incorporated into the educational program(s) of your institution any ideas from the presentation, "Remedial Reading?"

Yes 54% No 46%

4a. If yes, what specific ideas?

It appears that some of the ideas incorporated in the presentation on "Remedial Reading" had already been in use in some manner. This is confirmed by the quality of the affirmative explanations which included:

The increased use of various relevant remedial reading materials
Developed remedial reading program
Expanded remedial reading program
Purchased specialized equipment for remedial reading
Trained teachers for work in remedial reading

4b. If no, please explain.

The negative responses indicate an "all or nothing" approach to this particular area. Included in the 46% are those who have no remedial reading activities and have no plans for instituting same. On the other extreme are those who feel they already have an adequate remedial reading program.

Implications: There is a strong need for an educational program for institutional administrators to help them conceptualize the need for an organization of a remedial reading program and its relationship to vocational education.

5. Have you or your teachers incorporated into the educational program(s) of your institution any ideas from the presentation, "A Pilot Program in Cooperative Vocational Education?"

Yes 35% No 65%

5a. If yes, what specific ideas?

This presentation highlighted several fallacies concerning vocational cooperative work experience programs. All too frequently the respondents used the term "work release" to describe their understanding of a vocational cooperative and related instructional program. There were some notable exceptions to the above such as:

The full time assignment of an educational supervisor to coordinate pre-release inmate community employment
The utilization of outside community facilities in partial fulfillment of pre-release training requirements
Revision of inmate screening process for program participation

The institutional pre-parole release of inmates to attain their pre-community adjustment and to further work release or educational training experience.

5b. If no, please explain.

The responses that are negatively oriented are:

Lack of administrative flexibility
Legal restrictions
Similar programs already in operation--work pass programs and work release programs

Implications: Some of the participants do not fully comprehend the operation of vocational education programs nor do they appreciate the distinction between vocational education and manpower training.

Legal restrictions and administrative intransigence appear to prevent adoption of supervised cooperative work experience programs.

6. Have you or your teachers incorporated into the educational program(s) of your institution any ideas from the presentation, "Community Reinforcement for Job Performance?"

Yes 50% No 50%

6a. If yes, what specific ideas?

The activities initiated as a result of this presentation are:

Citizens from local community observe classes in order to select prospective employees
Local community provides financial aid for various activities
Industrial personnel evaluate programs
Familiarization of institution facilities and activities accomplished through tours of the institution
The recognition of the need for supportive activities was enhanced
A juvenile delinquency prevention proposal developed and submitted
Established working relationships with community agencies for job placement and counseling

6b. Negative responses included:

Institutional administrative structure prevented community involvement
Job orientation and counseling conducted solely on in-house basis

Institution located in rural community which made community participation difficult

Parole office was assigned this task

Implications: As a result of participation in this seminar, more creative community activities were instituted. Apparently, many of these ideas were at the threshold of participants thinking and were crystallized through the institute proceedings. The willingness to dip into the community for assistance indicates a flexibility and lack of fear on the part of institutional personnel. It also seems that they recognize an open-door policy will be more helpful to them in the achievement of goals as compared to a policy of isolation.

7. Have you or your teachers incorporated into the educational program(s) of your institution any idea from the presentation, "Programmed Instruction - What It Is and How It Works?"

Yes 65% No 35%

7a. If yes, what specific ideas?

The utilization of programmed instruction was received favorably. The ideas that have been incorporated into the educational programs are:

Establishment of programmed instruction learning centers
Increased utilization of programmed instruction materials
Teacher developed materials using programmed instruction format
Specially prepared programmed instruction materials for unique program to accommodate student learning needs
Teachers were sent to local universities for in-service training in the management of programmed instruction

7b. If no, please explain.

The lack of interest in the utilization of programmed instruction can be traced through the expressed feelings that programmed instruction is not more effective or less costly than traditional methods and a lack of funds. In addition, several participants were utilizing commercial materials or contracting with local school districts to conduct programs utilizing programmed instruction. They did not feel that the ideas presented would contribute anything new.

Implications: Through the introduction to programmed instruction, extensive adaptation resulted. The participants have accepted this mode of instruction very readily as indicated by the large percentage. It also should be noted that within the 35 percent of

negative responses, there were numerous users. Therefore, the percentage involved with programmed instruction is significantly high.

The data does not provide information as to why this became a popular technique but it might be implied that it has accomplished that which the traditional method has not.

8. Have you or your teachers incorporated into the educational program(s) of your institution any ideas from the presentation, "Teacher Characteristics, Recruiting Teachers, and Structuring Pre-Service and In-Service Training for the Disadvantaged?"

Yes 62⅔% No 37⅓%

8a. If yes, what specific ideas?

There is a great deal of sensitivity for proper teacher recruitment and training evidenced by:

Experiments to hire "qualified" instructors
Assignment of students as tutors to other students
Use of films to sensitize teachers to needs of the disadvantaged
Use of AMIDS training program (Area Manpower Institute for the Development of Staff)
Use of college personnel as resource for in-service training
College personnel utilized to establish an institutional pre-service training program
Establishment of a scheduled in-service training program
Provision for college students to tour institution prior to their commitment to a teacher-education program in an effort to attract them to institutional teaching

8b. The negative responses can be categorized into two groups:

Recruitment and training of teachers is administered outside of the institution
Difficulty in establishing and maintaining cooperative projects

Implications: Needless to say, the importance of recruiting teachers with appropriate characteristics and the need for training is evident. The fact that the participants were receptive to and enthusiastic for teacher training is supported by their efforts devoted to this area. The administrators willingness to interact with community agencies is further evidence of an open-door policy for ideas which will help improve the effectiveness of their programs.

9. Have you provided courses, seminars and/or workshops which dealt primarily or exclusively on the techniques presented at the national seminar?

Yes 42% No 58%

9a. If yes, give the number of title of courses.

Audio Visual Techniques
Team Teaching
Staff Seminar on Vocational Education
Curriculum Construction Seminar
Full-time In-service teacher trainer for all institutions to provide teacher training

9b. Total number of seminars or workshops.

Twenty-three

9c. Total number of participants in seminars or workshops.

Three hundred seventy-three

Implications: Although 42% of the respondents indicated that they provided activities which dealt with techniques presented at the seminar, the number and kinds of courses listed suggests that this in fact did not take place. One explanation of this might be that this was not one of the seminar goals. It however was evaluated to gather data which tend to support the inferences made on other items of the evaluation. Observed from this perspective, it could be assumed that the seminar stimulated sufficient commitment which resulted in 23 activities conducted for 373 persons.

10. Have you provided courses, seminars and/or workshops which had some but not major emphasis on the techniques presented at the national seminar?

Yes 31% No 69%

10a. Total number of courses, seminars or workshops.

Sixteen

10b. Total number of participants.

One hundred five

Implications: This item was not a seminar objective but participants saw fit to provide 16 activities which dealt with some of the seminar items.

11 Have you prepared written materials developed as a result of national seminar?

Yes 15% No 85%

11a. If yes, list title.

Vocational Education in Correctional Institutions
Distributed Education for Incarcerated Youth
From Buttonshoes . . . . . .

11b. Kind of publication (example - Newspaper Article, etc.)

Paper
Journal of Correctional Education
Local institution publication

11c. Number of persons receiving this material

Fifteen hundred

Implications: Participants were motivated to disseminate information regarding the seminar.

12. As a result of the national seminar, has the vocational curriculum in your institution been restructured?

Yes 46% No 54%

12a. If yes, describe what changes have taken place.

Many interesting changes have occurred:

Coordination of administration of education programs
Complete reorganization of vocational education--facilities, curriculum, teacher qualifications
Development of task oriented course descriptions with emphasis on skill development
Obsolete courses dropped and new vocational programs added
Restructuring of teacher schedules and activities to permit team teaching and use of audio-visuals
Installation of counseling and placement program for short-termers

12b. If no, please explain.

The percentage of negative responses is not completely meaningful since it represents several institutions where the educational program was not restructured but improved. Other responses included:

Restructured program prior to seminar
Lack of funds prohibit restructuring
Not applicable
Program operating well

Implications: The value of the broad coverage of concerns during the seminar is attested to by the diverse kinds of restructuring that has occurred. The principles which help guide vocational education found thoughtful acceptance by the participants.

13. Do you feel that there has been a change in your attitude towards vocational education because of your participation in the national seminar?

Yes 77% No 23%

13a. If yes, please check one of the following items which best describe your attitudinal change.

Neutral attitude to positive attitude	53%
Neutral attitude to negative attitude	0
Positive attitude to negative attitude	0
Negative attitude to positive attitude	0
Positive attitude to neutral attitude	0
Negative attitude to neutral attitude	0
Other Positive attitude to more positive attitude	47%

14. What subjects would you like to have presented at a future seminar on the role of vocational education in correctional institutions?

Vocational courses for under-achievers
Curriculum development for institutions
Vocational courses on a college level
Data on job potentials for inmates
Projection on future job markets
Vocational education for female offenders
Different kinds of work-study programs
Vocational education for short-term offenders
Use of student teachers
Role of mini-institutions and vocational education
Vocational testing in an institutional setting
Follow-up of Vocational Education students
Teacher training for institutions
Aid from Federal Government for vocational education
Vocational cluster technique
Staff inmate sensitivity training
Sub-cultural patterns of inmates
Cooperation between State Departments of Education and Corrections
Relate academic and vocational training
Uses of half-way house

Program prescriptions for inmates
Selection of a vocational staff
Principles of vocational education as they relate to an institution
Use of supportive services after release
Job development and placement
Remedial vocational materials
Administration of vocational programs
Selection of vocational students

It was suggested that discussion groups, when considering the above, be organized according to type of institutions such as Federal or State, adult or youth, and degree of security, etc.

15. What was the most stimulating idea you gained from this seminar?

The information concerning this question was summarized by restating the response to question 15 followed by what the respondent did with the idea. The latter statement is placed in parenthesis.

Coordinate basic education with vocational education (utilize basic adult education materials for G.E.D. and vocational training)

Need for preventive education to help keep youth out of penal institutions (given speeches on topic)

No standardization in the vocational training of juvenile and adult offenders. Follow-up of those released is often sloppy with little coordination of agencies that can provide supportive services (a unique proposal was developed which addresses itself to the latter program)

Inform society that inmates are in desperate need of help (a series of articles in several newspapers describing the life of an inmate and what vocational education can mean to him)

Awareness that correctional institutions over the nation are instituting programs to aid the disadvantaged (adapted new programs)

The concept of "black power" (developed a "black" studies program)

Getting inmates into the community through cooperative education programs (introduction of programs)

Group participation can lead to excellent results (students and vocational staff members meet as a team in setting up a program)

More involvement in rehabilitation program (developed guidelines for institutional educational program and its relationship to the total rehabilitation process)

The challenge of experimentation to find new and better ways (staff has been given more freedom to initiate and experiment on their own)

Consider the interests and desires of students (development of team teaching program, learning materials and audio-visual to supplement present program)

GENERAL CONCLUSIONS AND RECOMMENDATIONS

From the responses given it is evident that vocational education principles have a meaningful role to play in the educational program of the correctional institutions. The analysis of the responses in one questionnaire as opposed to analysis of each question on all questionnaires, indicates that a piecemeal adaptation of vocational concepts was maintained. Therefore, future seminars should have as one of their primary goals the development of a master educational plan utilizing vocational education concepts in upgrading their present educational structure.

In addition, the varied requests for future topics listed under Item 14 suggests a dire need for inservice programs for administrators of correctional institutions, especially in the areas of theory and practice of vocational education.

Vocational educators have a unique opportunity to make significant contributions to a segment of the educational framework that heretofore has been neglected. The Vocational Amendments of 1968 emphasize that vocational education is to be made available to all persons in all communities. Need any more be said?

(The reader can draw specific conclusions for each question from the data and implications presented.)

DISCRIMINATION PROHIBITED - Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Therefore, the Vocational Education program, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.